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FOREWORD

THIS BOOK comprises the seventy-ninth annual volume of Addresses and Proceedings of the National Education Association of the United States. It contains the papers delivered at the meetings of the Association and its departments in 1941 and the official records of the Association for the year 1940-41.

In the preparation of this volume it has been necessary to abstract many of the papers, particularly those delivered before departmental sessions, owing to the abundance of material and the limited space available. Wherever abstracting has been done every effort has been made to preserve the essential ideas the speaker conveyed in his complete address.

Where the material for a given department exceeded the space available for that department, the officers of the department were asked to indicate which addresses to include. In a few cases addresses were received too late for inclusion in the volume.

WILLARD E. GIVENS
Executive Secretary

The work on this volume, including the gathering of materials, editing, abstracting, proofreading, and makeup, has been done in the Editorial Service Unit of the Division of Publications under the general direction of Lyle W. Ashby and in the immediate charge of Marjorie E. Starr, with the assistance of Leath Bracken and Katherine Lichliter.

JOY ELMER MORGAN, *Director*
Division of Publications

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VESPER SERVICES

"FOR YOU, O DEMOCRACY"

THE VERY REVEREND WILLIAM J. MURPHY, S. J., PRESIDENT, BOSTON COLLEGE, BOSTON, MASS.

IT IS, I BELIEVE, a sound principle of rhetoric to commence *in medias res,* to plunge into the middle. We may, then, go back to a point just past the center in the history of this hall, and open with a quotation from a poem by Whittier written in 1844:

> Up your banner leads the van
> Blazoned, "Liberty for all!"
> Finish what your sires began,
> Up to Faneuil Hall.

When Peter Faneuil donated his town market to Boston in 1742 with a meeting hall above it, he said, "I hope what I have done will be for the service of the whole country." But it was too early then for him to realize the full import of his words. He could not have foreseen that one day it would be called the "Cradle of Liberty." "May Faneuil Hall ever stand," wrote Lafayette, "a monument to teach the world that resistance to oppression is a duty, and will under true republican institutions become a blessing." Voices from the past come back to us, voices from this rostrum —James Otis, John Hancock, Samuel Adams, Washington, Lafayette, Daniel Webster, Wendell Phillips, and Charles Sumner. Could we but sift the volumes of words that have been poured out from this platform during the all but two centuries of its existence, I am sure that the word "liberty" would lead all the rest. How fitting it is that the teachers of America should, when "liberty" and "freedom" are again on everybody's lips, gather within these ancient walls to take counsel for the fateful days ahead. May the spirit of these great men and of the multitude of nameless men and women, old and young, who in their small way, like ourselves, struggled to advance the cause of liberty, attend our counsels. May God our Father, Whose blessings guided them, find us not unworthy successors.

It is one of the most significant marks of our contemporary life that more than ten thousand teachers and administrators will gather together in this city to discuss the problems of their profession. American education has taken on a missionary zeal. The ivory tower stands far back on the road, a symbol of yesterday in education. Where now is Milton's scholar whose life it was—

> To walk the studious cloister's pale
> And love the high embowered roof
> With antique pillars massy proof
> And storied windows richly dight
> Casting a dim religious light.

Matthew Arnold could no longer say to his scholar gypsy, "For most, I know, thou lovest retired ground." The scholar gypsy would probably be at a convention. Indeed, here is a whole school of educators today to whom the man acting is the man thinking. Emerson would not warn us today that "the true scholar grudges every opportunity of action past by, as a loss of power." Ulysses was a part of all he met and his gray spirit yearned in desire—

> To follow knowledge like a sinking star,
> Beyond the utmost bound of human thought.

He might well stand for the ideal of some modern educators. Some tens of thousands of educators have moved out of their cloister's pale to take their place in the foreground of national life. Of course we are not alone in the great field of education. More powerful than the school are the church, the state, and society itself in determining the future of our nation. But who can doubt that the influence of the school is to have the most vital effect on the course of our national life?

All this stirring of energy, all this mustering of latent force, all this harnessing of dynamic power—how full of meaning it is for the future. And yet we must not be enticed to leave our post. It may be that the trumpet calls and the clangor of steel hosts that the winds are sweeping over the Atlantic and the Pacific to our shores may startle and tend to drive us into the maelstrom. There are some things that we as teachers are called upon to accomplish at the moment. There is need of enlightenment, need of strength of purpose to defend our liberties, the heartening of the low spirited, the tempering of the ardent—all these are of great value for the present. But the teacher's work has far horizons; he is not of the present any more than he is of the past and of the future. The wisdom of the race he must protect and pass on. He cannot cast his foundations today and see the span of a great bridge begin to arch tomorrow. He cannot patent his discovery today and market it tomorrow. The sapling he plants must grow slowly in rain and sunshine thru many a spring and summer. The bonds he issues this year will not mature until 1951 or 1961. The task of the immediate present is in the hands of a generation that is largely beyond our control. Surely as private citizens we shall add our little to the solution of the grave national problems that are confronting us, but in doing this we cannot afford to sacrifice the equally important task that is ours of recognizing the shape of things to come and, if they please us not, to reshape them. We cannot say that these are forces beyond our reach. Only the voice of the blind will attribute all to irresistible, evolutionary forces. Who would say that the Great Teacher standing on the hills of Galilee did not see that a new civilization would spring from His words, scattered as seeds over the world? We, it is true, have no such clear vision —we who see, as in a glass, dimly—and yet we do see. The founders of American democracy, whose portraits look down on us here assembled, were they to walk out of their frames as living men again, would most

surely recognize our manner of life as the realization of their own vision, very imperfect to be sure but true to the essential ground plan.

We are summoned, then, by the inspiring and arduous challenge of working as a principal agent in the formation of the coming generation. There spreads before us the vision of this, our land—the great industrial centers of the East, the laden plains of the Middle states, the richly veined mountains of the West, the coastal strip with its bright cities and fruitful, colorful valleys, the vast sweep of the Southwest with its wealth of grazing cattle and mineral treasure. How well we know it! How deeply are our hearts attached to it all! Surely it is a land worthy of a noble nation. But, after all, the dinosaur wandered over these same prairies; these were the hills and the plains of the red men. All our mineral wealth, forests, soil, and mines, all our cities surpassing Vulcan's forge in the triumph of ingenuity, our harbors with their laden ships—what do all these mean without men superior to them? We can no longer chant the chorus, "Pioneers! O Pioneers!" The weapons of the frontiers—pistols and sharp-edged axes—felling forests, stemming rivers; the hard diet and the blanket on the ground—these things are of the past. The pioneers have wrought magnificently as pioneers but the greater part remains. As so often happens, the victory is not always to the strong or the race to the swift; the conqueror sometimes finds himself in the thrall of the conquered. Could it be that in mastering the material resources of our land we stand in peril of being undone by our own creations and impoverished by our wealth? Life abounds in paradoxes. "For whosoever shall save his life shall lose it; and whosoever shall lose his life for My sake and for the Gospel shall save it." What have we saved? What are we in danger of losing? The spirit by which alone a nation can be free? The schools of tomorrow must fashion men and women who will not be crushed by the vibrant life of our cities or suffocated by our heaped granaries. A nation unified in love of a common mother, obedient to both local and national leaders whom they respect and trust, disdaining class distinctions, determined that all shall share justly in the wealth of this land, loving and seeking those values that are of the spirit, robust in virtue, faithful to their Maker—this is the America of our pioneering.

> Come, I will make the continent indissoluble,
> I will make the most splendid race the sun
> ever shone upon.

There is no need of stressing the obvious truth that the preparation for life which is suitable for a democracy is far different from that which is suitable for a monarchy or an oligarchy. Nor may we permit ourselves to borrow largely from other democracies. A great political philosopher has observed: "Of democracy there are many kinds. . . . We need to ascertain all the elements and characteristics of democracy since from the combination of these varieties a democratic government arises." Certainly the democracies of Athens and Rome, of France that was, and of England that still is, are not the same as ours. Our education must follow the tradition of our life and the genius of our own institutions.

We cannot at the outset make the radical blunder of supposing that because a democratic state is the political union of free men it is therefore in every sense a free association. All states are of a natural necessity. While men may choose to live in a democracy or under a king, the great universal principle remains that we are obliged by a law of nature to live in some definite state. We cannot wantonly cast off these ties once they have been forged. Even as the life and power of our planet is derived from the sun, so all our life politic stems from the basic truth that every state is guaranteed by the law of nature. This rejected, it is only a matter of time when the "perfect and all-sufficing life," which is the end of all government, becomes impossible, dismembered by class warfare and the conflicts of contending factions. There is our first ground of democratic education—that we are by necessity obliged to live as free men.

We do accept as our second principle, which flows from the first, the proposition that as far as the state is concerned all men are created free and equal. In accepting it we also accept all the dangers that such a truth carries with it. If freedom means that each citizen shall be a law unto himself, we shall have no master but anarchy; if equality is a mathematical equality, we shall have only a most backward state wherein the good life becomes the poor life. In the just balance of freedom and the clear definition of equality center all the great problems of democracy. Sometimes it seems that our quarter of a century will be tagged the "Great Disillusionment" in the history of Western civilization. Hobbes and Rousseau, and all the well-known names of 1790; Wordsworth and Shelley, Darwin and Comte, Bentham and Mills, and the dawn of a new day of fetterless folk, the march ever onward and upward—how far all that seems from the ghastly reality of today. Blood and tears is the price men have always paid to learn the lessons of freedom and equality. More than two thousand years ago the Greeks understood that government cannot be an association of freebooters but a union of free men seeking perfection. "The virtue of its citizens is the aim of the state" is the constant cry of Aristotle. This freedom, this equality cannot be based on sandy foundations but must rest on the pillars of eternity. A brilliant English woman, just before the cataclysm came, wrote a searching analysis of modern society to which she gave the title, *The Good Pagan's Failure*. And the Good Pagan failed because he would not realize that the great human values are only sentimental wishes or poets' dreams unless they are something more than human values. You cannot preserve freedom over a long period unless you are persuaded that man possesses certain inalienable rights. The phrase "inalienable rights" is only another name for freedom, that is, an inherent, irremovable power of doing or not doing certain things. But why should any such rights be indestructible? Certainly not because of any agreement or contract among men, for what man has made he can destroy. Nor can it be attributed to any mystical general will, for no such will exists. Nor can these rights be derived from the state, for the state draws its existence from them and exists in part, at least, as their instrument. They exist only because the Author of nature attached them to man in order that thru

the good life which is of time we may be enabled to move forward to that good life which is of eternity. Inherent rights are the correlatives of inherent duties. Have I a right to life? It is because I have the duty to live. Have I the right to follow my conscience? It is because I have the duty to do so. The right to perfect one's talent, to found a family, and to use the necessary means, such as property, all come to us because we have a natural obligation to fulfil these laws of nature. Perfect inviolability is of God. The great human freedoms are rooted in religion or they are figments of men's dreams. Of all forms of government, democracy is the most idealistic. More than any other it enhances the dignity of man; more than any other it enriches the individual life; more than any other it calls forth the deepest harmonies of human spirit. To know these ideals is to love them; to love them is to be willing to die for them. Without them we are as caged animals fed by the bounty of our keepers. It is because of this stark truth that the President of the United States has stressed so frequently in his addresses during the past year the indispensable need of religion in our national life. Our American democracy surpasses all others in the perfection of its liberties and in its noble concept of equality. But we cannot expect these to be realized, perhaps not even to exist, unless the generation that is on the threshold of citizenship understands and accepts its basis in nature. Without this, our legislative chambers, our vast social network, and our elaborate educational systems become the whirligig of expediency that eventually confounds itself.

With this form of democratic society before him, the educator, like the artist molding matter to the form of his vision, approaches his task. From the beginning our greatest leaders—Jefferson, Madison, and Franklin, whose ideas have germinated thru our national life—realized that ignorance and American democracy could not live together. No other part of our tradition has been stressed more emphatically than this. Enlightenment does not always emanate from the classrooms; many people who have contributed substantially to our national life have spent but few hours in formal education. More fatal to democratic life than want of knowledge is the mind that is cluttered with half-truths and is unable to think clearly and thoroly. In a dictatorship one mind is sufficient for all, but in the American form of democracy each man should be Emerson's "thinking man" in some degree. The task should not be too great in equipping our girls and boys with a sufficiently satisfactory knowledge of their mother tongue, of mathematics and history, of the machinery and ideals of American government, and of religious truth. But the furnishing of the materials of thought is the easiest part of the teacher's task—indeed, the printing press could perform most of it. The great art of the teacher lies in his power to form the habits of sound thinking. "Who," says Augustine, "is so reasonably careful as to send his child to school to find what a teacher thinks?" To follow further the argument of that great philosopher and educator, "When the teachers' words reach the minds of their students, then they who are called pupils consider in the inner court of the mind

whether what has been said is true, that is, in the measure of their own mental power they see the agreement that is within." In illustration of the same principle, Aquinas presents the figure of the physician who administers the medicine, but the healing must be done by nature. The teacher interprets the symbols of thought, the material of education, but the discovery of truth must come from the active mind of the student. Pestalozzi's agent, Spencer's self-activity, Dewey's realized capacities, all sum up the same truth. What is called a learned man may be judged from the courses taken, the libraries decimated, the degrees added to his name; but the measure of an educated man is his power of discerning the truth. The mind is not as wax stamped by the signet, as wood to be carved, or as metal to be cast; it is a living substance, moving to truth by its innate powers. A person is self-educated or he is not educated at all. In the inner court of the child's mind reigns the teacher, leading it to the fullest development of its potentialities. How precious the material of the teacher's art, how delicate his labor, how far-reaching its effects.

This is a long process, and slow is the progress. Is it not disconcerting to find so many educators wasting these too few hours of education in unnecessary experiment, in devising problems or projects that had best be done outside the school, in setting up some artificial adult situation little appreciated by young minds?

We do not learn as animals in a maze, building our power of thought experience by experience, as the beaver might build its home, stick by stick. Our minds have the power of abstracting the general from any particular fact or experience and of extending its thought thence to particulars. The quintessence of the teacher's art consists in directing this great power of the mind as it moves from the particular object of knowledge to the formation of broad, comprehensive principles that can be verified in many applications. Let the child, for example, understand that in a democracy the citizen must be just; he need not waste the hours of school living and acting the part of justice thru many scenes. It is the very nature of thought that it permits us vicariously to live thru these situations. While action is a stimulus to thought, and the total integral fullness of thought demands the veins and arteries of experience, yet a brief sampling is sufficient for the classroom—life will supply the others.

Given a student orientated toward the true understanding of the meaning of democracy and equipped in mind to meet its problems, there still remains the supreme task of shaping the democratic character. That knowledge is power is one of those half-truths which often means that one who understands the good will follow it. Unhappily, that has not been the experience of mankind. Knowledge is like the radio beam that guides the airplane in its flight, but the pilot may choose to follow another course. Character is the resultant of all the potentialities of the individual. Democratic character must be the focusing of these capacities of thought and action upon the proper uses of freedom and of equality. How well the poet brings before us the nature of the child:

Forth from the hand of Him, who fondles it
    Before it is, like to a little girl
    Weeping and laughing in her children's sport,
Issues the simple soul, that nothing knows,
    Save that proceeding from a joyous Maker,
    Gladly it turns to that which gives it pleasure.
Of trivial good at first it tastes the savor;
    Is cheated by it, and runs after it,
    If guide or rein turn not aside its love.
Hence it behoved laws for a rein to place,
    Behoved a king to have, who at the least
    Of the true city should discern the towers.

We the teachers of America are the kings, the rulers who must lead the simple little soul to the true city of freedom. The long experience of the race warns us that there are four roads which lead to this city, and over every one of them we must pass. First is the road of justice, that every member may respect, nay reverence, the rights of every other member of a free society. And here it is impossible to omit a note of warning. So extravagantly have many contemporary educators stressed the need of self-realization, so recklessly have they removed the reins, that we are in the dangerous paradox of systematizing anarchy. Let the school be child-centered but not forgetting that the child is society-centered. Let the child be the star, the center of gravity, but not forgetting that the star is held to its orbit by inexorable physical laws. A nature hardened in indomitable habits of self-assertion must either ride roughshod over its fellows or, failing that, retire into the darkness of its own shadow—a result that has all the qualities of poetic irony.

The second road is that of fortitude which will strengthen the citizen from threats abroad and protect him from the craven, cynical fear of speaking and acting against the cabals of injustice that seem to spring so rankly on democratic soil.

The third road is the path of temperance by which our youth will be trained to shun excess in all things.

But the fourth and great highroad of democracy will be that marked with the sign of self-mastery. Laws and curbs there must be in every society, but in a democracy they must be self-imposed. The widest radius of freedom can be maintained only when each individual member stakes out the field of his activities with respect for his neighbor's lines. The intricate, sensitive balance of equality will certainly be upset unless each one strives to restrain his ambitious desires lest he precipitate the inequalities that result from injustice. When freedom or equality suffer damage, the coercive power of the state, to preserve its own life, musters its vast army of guardians and posts them in almost every activity. Freedom must mint its own metal; it can be purchased only with its own coin. In the last analysis the success of democracy will rest on the self-discipline of its citizens. Many observers today have praised the Hitler youth for their stern determination, their swift execution, their unswerving fidelity to the goal proposed. We grant it all—it is always an error to deny the enemy's strength; but what the Hitler youth

have achieved thru the will of another, the American youth must achieve thru their own will. To the democratic citizen above all others it must be said:

> Free and upright and sound is thy free will
> And error were it not to do its bidding.
> Thee over thyself I therefore crown and mitre.

This thought on the democratic character would not be complete were I to pass over the observation that many American educators today have awakened to the realization that a great void has existed in our national education during the past century. The knowledge which unifies all other knowledge is religion; and the force that is most powerful in molding character is that which is generated by religion—indeed, only the Good Pagan could believe that any other would be ultimately successful in forming democratic character. If the basis of the state is religious, and if the rights by which alone freedom may live are derived from religion, certainly democratic education must make a practical avowal of this inescapable reality. The towers of the distant city to which we as educators are leading our youth are in reality the towers of the City of God.

"ONE IF BY LAND, TWO IF BY SEA"

THE REVEREND G. BROMLEY OXNAM, RESIDENT BISHOP, THE METHODIST CHURCH, THE BOSTON AREA, BOSTON, MASS.

Thruout the severest depression in American history, with a world at war and revolutionary philosophies rampant, the nation has suffered no significant movement right or left of revolutionary nature. This is the supreme tribute to the American teacher. The teacher trained the youth of yesterday in the essentials of democracy, and that generation, now mature, has refused to desert the democratic faith. This does not mean that the teacher has created a generation sworn to the maintenance of the status quo. It does mean that the teacher has exalted the ideals of democracy and has revealed a way of peaceful change. The American teacher has affirmed the dignity of human beings, and the American student so taught has refused the personality-destroying doctrines of contemporary totalitarianism.

Some persons unacquainted with pedagogical principles fail to see that educating for freedom necessitates methods that differ fundamentally from those used by dictators who educate for acquiescence in regimentation. Hitler trains youth as we train dogs. Independence of judgment and thought-provoking alternatives are ruled out. There is reward for conformity, punishment for refusal. The individual who does what is demanded wins a certain degree of comfort. He is fed. The individual who differs suffers. He is starved. The American teacher educates for freedom, respects the personality of the student, and seeks to develop the creative mind. It is imperative that academic freedom be maintained if this end is to be achieved. Paralleling this endeavor is one of equal importance, namely, the development of the cooperative spirit so that greater talent may be regarded as greater respon-

sibility to the group and the creative mind thus dedicated to the common good.

That freedom's holy light shines in the soul of American youth is at once the glory and the contribution of the American teacher.

Adaptation to changing environment is essential to survival. Basic adjustments in the interests of justice must now be made. The economic machine must be regarded as an instrument whereby personality may be enriched. Similar adjustments must be made in the political sphere if world law and order are to be maintained. Such adjustments involve fundamental revision of current concepts of property and sovereignty. The most menacing threat to democracy does not lie in the machinations of Fascist and Communist Fifth Columnists. It lies in the selfish inertia of privileged groups who refuse to cooperate with engineer, executive, and economist to enthrone ethical ideals in the social life. Unless intelligent and able men discover the means to solve such problems as unemployment and poverty, masses will turn to the demagog who comes with his easily phrased economic panacea, summoning men to the promised land but actually leading them to the desert. The sheer stupidity of the unimaginative defenders of the status quo ranks high in the causes creating fratricidal strife. National planning is essential to the maintenance of free enterprise. *The individualist who relies upon his garden hose rather than supporting a public fire department is one whose ignorance is both suicidal and homicidal.* The teachers of America must create the cooperative attitudes essential to national unity and at the same time develop the creative initiative and independence essential to national progress.

GOD AND THE WORLD CRISIS

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Judaism is a religion which has made education the cornerstone of its spiritual structure. The Rabbi thruout the ages was not primarily the priest but the teacher for his people. The schoolroom—where child and adult studied the law of God and of man, the religious history, and the ethical literature which were the distilled genius of centuries—was the impregnable fortress of Israel. It was study, equally as much as prayer, which preserved Jewish sanity, creativity, and hope in the long story of crisis, oppression, and upheaval.

It is therefore with a sense of many spiritual bonds which unite us that I take the privilege of addressing representative teachers of the nation who are the guardians of the sacred flame of learning, threatened with extinction in this new dark age of brutality and barbarism. We in America, whose every accustomed psychic security is menaced today, need desperately a philosophy of life which will enable us to understand and withstand the shocks of our time.

Before education itself can achieve its goal of molding intelligent, affirmative personalities, courageous and hopeful in outlook, it cannot avoid coming to grips with more fundamental questions, questions which are usually regarded as belonging only to the province of religion but which today con-

cern all thinking men, namely: "Is there a pattern and a purpose discernible among the ruins of cultures and civilizations?" "What is the relation of God to this world of flux?" "Can we human beings still believe in God in a world of crises?"

Crisis is, in a sense, a normal concomitant of growth. From the day of our birth, we are all subjects of that universal monarch. We anticipate love that is not always forthcoming. We need security that is often denied. Every frustration provides an occasion for that spiritual tension which is crisis. The decisive moments of our individual lives are written large also in the history of society. Wars, revolutions, and mass persecutions are the social equivalents of love rejected, hunger frustrated, security denied, in the soul of the individual personality.

Today, living in a parched and weary age when capitalism and nationalism have been harnessed to the chariot of demonic forces, humanity experiences tensions and resistances which strain the fabric of life to the breaking point. The havoc and ruin which the mechanized armies of tyranny bring to the earth awaken the slumbering theologian in us all.

Men today find it difficult to believe in God and Providence because of the tragic evil in the universe. The problem of Providence is inescapably bound up with the problem of evil. The greatest religious geniuses have wrestled with this issue, have sought to find some coherent explanation for the evil in the world—in that world which we assume contains the revelation of the Divine Power greater than man. It is true that Western culture has produced some writers with extremely facile solutions of the spiritual dilemma. We recall Leibnitz, with his unctuous phrase, "This is the best of all possible worlds"; Alexander Pope, with his consoling, "Whatever is, is right"; Hegel, with his rationalization that all evil is a part of the larger good. The truly profound spiritual personalities of the race from the time of the psalmist and the prophet to our own day have been neither so smug nor so complacent. One remembers the savage irony of a Voltaire, deflating Leibnitz' perfect universe with his biting satire.

One can sympathize with the mood of a Pierre Bayle who could find no solace for his searching spirit in the saccharine sanctimoniousness of previous Christian theologians and who pricked with the rapier of his skeptical intelligence the sacred balloons of many thinkers who acted as tho they were privileged palace politicians at the heavenly court. One can hear echoing down the centuries the poignant cry of a Pascal, restless seeker after God, who could not find Him except at the gaming table of cosmic chance. One remembers his immortal wager, his advice to men to bet on God as the safest of two tremendous alternatives—heads, heaven; tails, hell—even as humanity will not easily forget his Promethean words in the presence of the riddle of the universe, "Man is a reed, but a thinking reed." There were others also: Hume, Tolstoy, and Dostoevski come before us to remind us that we are not the first nor shall we be the last in the long line of men striving to find some satisfying answer to the question of God's way with the world.

This very question of course is a metaphysical one, and there are some contemporary thinkers who on principle will have nothing to do with meta-

physics. The followers of Dewey on the one hand and of Carnap on the other are avowedly disinterested in ultimates. Pragmatists and logical positivists both believe that we should concern ourselves primarily with facts. Religion, like poetry, belongs to the realm of fantasy, not truth.

Many of us to whom religion is neither phantasy nor illusion have been profoundly influenced by the pragmatic, scientific traditions of our century. We do not possess the oriental mystic's technic of absorption in God. By practice or by temperament we are empiricists, unable to achieve the sublime servitude of the mystic, always subject to tentativeness and quest.

We see no All, but only flashing intimations of a Power greater than man, shaping an unfinished masterpiece. Beginning as empirical theologians we admit initially that we cannot prove God in any absolute way. His reality, the reality of the Divine in the world, is a matter of probability, not of certainty. Modern science, however, should have taught us to understand that in all areas of experience we can hope to achieve only probability, not proof. This does not mean that we are condemned to the cosmic agnosticism of the dogmatic humanist. Rather, it is my conviction that even on the empirical basis it is possible to find striking evidence for the Divine in the world, to discover a rational explanation for the evil in human experience and, when properly interpreted, to retain deep faith in Providence and Divine Immanence.

In the first place, there are many factors in human experience which would at least suggest, tho they would never prove, the reality of a World Designer. The world of nature is a persuasive argument for a purposive universe. The starry heavens, the iridescent gems, the patterned snowflakes, and the Infinite blanket of flowers, warming the brown, naked carcass of the earth; a blanket richly brushed with the colors from Nature's palette—all this saturation of the earth with beauty seems, in spite of the exceptions, to point a finger to some divine artist.

The scientists today agree that nature exhibits organic pattern. The physicist speaks of "fields of force," the biologist of "organismic wholes," the psychologist of "gestalt configurations." Everywhere there appears to be striking testimony to design, interrelationship, organization. If all this is blind chance and sheer accident, then we have indeed coincidences more miraculous than creation.

Man, too, at his best, is one of the clues, the footprints of the Divine. It is rather incredible to imagine a moral being arising out of an utterly immoral world. If we say that truth, beauty, and goodness are cosmic orphans, without a universal Source, then indeed are we lost in magic and in mystery. He who maintains that moral values are irrelevant to the universe, is the true follower of the doctrine "Creatio ex nihilo."

This is the most naive and magical of all ideas perhaps—to assert that moral values are real in a totally accidental world, that they have miraculously sprung up like trees in a waterless, seedless, sunless wasteland, and at the same time to maintain that there can be no God at work in the world. The ethical atheists do not realize their own inconsistencies. They find it impossible to believe in God creating the world out of nothing but

strangely enough find it easy to believe that values emerge out of nothing.

God, in fact, is indicated then both by order in the physical universe and by morality in the human world. The resolute atheist will, however, be unconvinced by this empirical approach to the universe. He may admit the existence of a certain amount of order, design, and purpose in the universe, but he might well say to the religionist: "You ignore the bloody and brutal disharmonies of the world. Before me, however, stretches the landscape of bombed cities and blighted fields. In a world of earthquake and flood, strife and war, disease and death, can you still speak of a Providential Divinity?"

This problem of evil is the crux of the matter. We have to explain how physical suffering and moral evil can co-exist with God. Parenthetically, it may be said that there is not only the difficult question of how God and evil can co-exist, but the equally difficult question, "How can God and good not co-exist?" For good is as much a problem as is evil.

At the outset, we should clearly state that if God's reality is to be called into question by evil, then it is logically irrelevant whether the quantity of that evil is great or small, for any drop of evil in the sea of Being constitutes a mystery.

If man could ever believe in God, he may still believe in Him, for if God is disproved today because of the amount of evil in the world, then by the same token He should never have been believed in in previous ages, when the evil, tho perhaps less in quantity, differed not in the slightest in quality from that which we now confront.

If we wish, however, to achieve a coherent rational explanation of reality, we have to find a place for physical evils and for moral evils in the economy of the world. All our experience seems to point to the nature of this world as an ordered cosmos, in which rational and moral life is possible. In order for the earth to be what Tennant calls "a theater of moral possibility," there must be "a physical order characterized by 'law or regularity.' "

"To illustrate what is here meant—if water is to have the various properties in virtue of which it plays its beneficial part in the economy of the physical world and the life of mankind, it cannot at the same time lack its obnoxious capacity to drown us. The specific gravity of water is as much a necessary outcome of its ultimate constitution as its freezing point or its thirst-quenching and cleansing functions."

This view places emphasis on the autonomous nature of our world. It does not regard God as the immediate cause of every event in natural or in human life. Physical sufferings and evil are the accompaniments of a calculable cosmos. There can be no realization of good unless there be first of all a world with autonomy, uniformity, and predictability.

There are, however, not only physical evils in the world but moral evils. These have their source in man's free choice. Appalled at the colossal evil for which some men are responsible, there are moments when sensitive spirits in despair dream of a world in which the human race would be ethically sterilized, made impotent as far as decisive action is concerned.

"Why," we ask, "did not God fashion man incapable of doing wrong?" In a sense, God was faced with two alternatives. He could make man either all-good, a replica of Himself and therefore superfluous, or He could make man not God but man and therefore partly good and partly evil. Man is not a duplicate of God.

Morality cannot be created by God. It is never a Divine gift. It is a human achievement. It is not the child of grace but of effort. As a matter of fact, even tho moral evil originates in the very fact of human freedom, we would not cast our ballot for an ethically neutral world, a world without tasks, without challenge. We would not desire a petrified moral forest of a world. We could not enjoy the sun, love friends, build spires, write books, fashion governments, or pursue justice were we but emotionless robots.

We resent coercion and force. We wish to be responsible agents, compelled neither by man nor by God, but persuaded to action by our own insight and counsel. We have to pay the price of pain and sorrow if we wish to achieve worth and dignity. No personality is possible in a tyranny, whether it be man-built or God-ruled. Man is a thing, an It, in a dictatorship, whether human or divine. The deepest yearning of man, however, is always to be a subject, not an object; a person, not a thing.

The evil that there is in the world is a byproduct, therefore, of a determinate universe, in which physical laws have to be obeyed and moral personalities have to be given room to breathe and grow.

Today we tend to lose sight of the truth that evil is unstable and that "that instability," as Whitehead declared, "is the moral order of the world." We tend to forget the residual gains made by humanity in its long struggle upward, to forget also that evil has within it the seeds of its own destruction. Tyranny, for example, being the very denial of man's essential nature, namely his freedom to choose, can only be a temporary and never a permanent pattern of human society. Tyranny appeals to the death-wish in man, the desire of nonbeing, for anonymity, for absorption in the All. Dictatorship may well be thought of as a secular version of the mystic's surrender and submission to a Will greater than his own. Occidental man, however, cannot permanently deny himself and his individualist, freedom-seeking, life-affirming desires. Tyranny, therefore, becomes an ever more unstable and impossible form of social organization. Democracy in this sense has the future on its side in that it appeals to the life-wish of man rather than to the death-wish.

When we speak of the instability of evil, we mean that transitory wickedness cannot negate the beauty, order, and morality which have already been manifest in the human adventure and which have issued in their highest reaches in the ethical genius of a Moses, the saintliness of a St. Francis of Assisi, the melodies of a Beethoven, and the statesmanship of a Lincoln. These, we maintain, are cosmic products and cosmic mirrors and no man should be so arrogant as to believe that his wickedness is powerful enough ultimately to defeat the universe in its slow march toward the Messianic Kingdom.

God, so Judaism has taught, manifests Himself in human history. Divinity is immanent in our world, primarily in the conscience of man. If the pessimists are correct and man is essentially cruel and evil, it would appear as tho God's immanence would be denied and His Providence negated. And there are influential thinkers today who maintain that man himself is the best argument for atheism and humanity, the strongest disproof of Providential Divinity.

Judaism has been able to avoid ultimate skepticisms and the denial of God because Judaism has always been truly realistic in its estimate of human nature. It has never glossed over the evils that man can commit. On the other hand, it has maintained an unshakable faith that the good of human nature outweighs the evil and that if humanity could only learn wisdom, be freed of its self-imposed shackles, both social and intellectual, then surely a creative, joyous society of men would not be impossible.

Modern psychology substantiates and corroborates the Jewish religious view of man. The discoveries of Freud and his co-workers have long been subject to popular misunderstanding. The time has come when we should grasp the true implications of these revolutionary insights into human nature.

The neurotic struggles of our day, leading to war, injustice, and social oppression are not inevitable. In fact, man is born into the world seeking love and capable of giving love. Fundamentally, we are cooperative rather than competitive personalities. A distinguished psychologist recently has said that it is the inherent goodness of human nature which continually amazes him; that man begins with an infinite capacity for decency and fellowship, and responds to high and creative goals. Education and society, carrying with them the vestiges of an undiscarded past, fanning into abnormal flame the desires for power, prestige, or possession, conspire to maim and distort this creative human nature with which we all begin our adventure on earth.

We are just at the beginning of an age when we shall learn how to penetrate into the recesses of the human spirit, clean out the Augean stables; if the new discoveries of psychology will be properly utilized, then mankind will be able to avoid many of the catastrophes from which we now suffer, and a new world of social and individual happiness and righteousness may indeed be born.

Pessimism is therefore not justified by modern psychology. Freud, even in his book, *The Future of an Illusion,* does not imply a hopeless outlook for man. It is quite the contrary. Psychiatry has taken some of the most tangled personalities, apparently hopelessly enmeshed in criminality, brutishness, and evil, and has succeeded in unraveling the knotted skein of personality and bringing integration, adjustment, and light into the soul's dark and shadowy room. This is just a symbol of what might yet be accomplished with humanity as a whole.

And there are deep, spiritual implications in this strange, good news from the psychologists' laboratory—that man in substance is good and that the evils in society are remediable, contingent, and, glimpsed in the long-range view of history, transitory. I say that there are deep spiritual implications for this reason. In recent years theists have tended to rely upon the con-

clusions of physical science for their God-centered interpretation of the world. Eddington and Jeans have found evidences for the Divine Mathematician in the discoveries of modern physics and astronomy. Yet, physical science has not yielded a morally inspiring view of God and there has been a basic disagreement among physicists themselves as to whether the quantum theory or the theory of indeterminism or relativity in any way justifies the religious hypotheses. And what kind of God is it that could be revealed by the physicists' laboratory? A God of Power, whereas we seek primarily a God of Goodness.

Judaism, from its inception, sought God not primarily in the order of nature, namely as Power, but primarily in the order of human nature, namely as Goodness.This is the meaning of the prophetic doctrine that God is manifest in the moral law, in the conscience of the human personality. Man would never know of God if He did not first speak to him in the still, small voice. Divinity would have remained forever a mystery to the human race if it were not already implicit within our strivings for peace, nobility, compassion, and holiness.

It is in the slow, imperceptible evolution of human genius that God's Providence is immanent in our world.

In the very fact that modern depth psychology, on the basis of its objective scientific experiments, can proclaim human nature to be essentially good, we have scientific witness to the truth of our religious intuition. Freud and his disciples may have come like Balaam to curse, but their works remained to bless, for psychological science even more than physical science can tend to negate our contemporary atheism and can help us to proclaim that man may indeed be proved to be the child of the Divine, the Creator of Goodness.

Judaism's view of God is of power greater than man who needs man, however, as his co-worker. He, too, obeys laws and uses time in which to achieve his Messianic purposes.

We believe, in other words, in a God of process and we are confident that Divinity is manifest not only in the magnificence of nature but also in the sublime intangible qualities of human nature. Judaism teaches fundamentally that man is not the victim of original sin. He is often the beneficiary of original virtue. He received much from the great and good men who have been the moral pioneers of civilization.

There is an essential optimism about our Jewish anthropology; an optimism achieved, let it be noted, in the midst of continual world crises, when human nature certainly did not seem to merit high compliments. Judaism believes that God's Providence manifests itself slowly and imperceptibly; that He works in history and thru human nature. The world that has produced us has also given us the capacity to learn more and more about the stars and about our souls.

This is Providence in history—this very ability of man to learn new secrets about himself, his temperament, desires, and emotions that, left undirected, create crises. We Jews believe that mankind will learn more and more how to control, guide, and channel the impulses of our spirits.

Judaism can inspire men, walking thru this dark and scowling valley, to

believe that there is a source of goodness in the world; that the evils we experience are real and must be resisted; that they emerge both from the fact that this is a law-abiding universe and that man is a creature of freedom. We human beings are children of an evolving universe and there are creative forces both within us and outside us which we can use to build a better world. True, we are not privileged to penetrate the ultimate secrets of eternity.

Our minds are fragmentary beams of light like the flashes of glowworms in a summer's night.The fleeting illumination they provide enables us to see in the midst of the darkness many wonderful summits of social achievement still attainable by the restless feet of this youthful race of men. Divinity is here on the earth that provides the possibility of life, order, intelligence, and also in the insatiable moral hunger of man—man never quite ready to accept tyranny as natural, defeat as inevitable, society as irremediable.

It is enough for us to know that we do not walk alone, that our deepest values are not cosmic orphans and that while there is no guaranteed victory, God will walk with us thru the hours of the night for the coming of that day when, in the words of the psalmist, "peace and truth shall indeed embrace and righteousness and justice shall be one."

FIRST GENERAL SESSION

GREETINGS

THE HONORABLE LEVERETT SALTONSTALL, GOVERNOR OF MASSACHUSETTS

It is a great pleasure and a high honor to greet, on behalf of the Commonwealth of Massachusetts, the delegates to this convention of the National Education Association. We are proud of our educational facilities here in Massachusetts, and we want you to see them.

In these difficult times it helps us to think of our history. Men and women in 1620, 1776, 1862, and 1918 had many of the same problems that we face today, and they solved theirs, as we will solve ours, because they had courage, initiative, perseverance, faith, a willingness to work hard, and an educational background on which to accomplish things.

What we want in the world today is more education—not less. What the United States needs today is more faith, more confidence, more optimism—not less.

Education is described by Max Lerner as "the process of understanding, believing, and acting." We understand the perils that this country faces, just as our predecessors did in 1776, 1862, and 1918. We believe in the freedom of living that this country offers, just as they did. We realize, perhaps even more fully than they, the privilege of liberty, because we see many peoples in many countries deprived of their liberties today.

Now we have the duty of action, in whatever field we may be best fitted to follow. The opportunity for service is the reward of education in a free country, and the service of an educated man means the use to his fullest powers of all the inherent qualities of a free man in a free country. Those

are the qualities that our predecessors possessed and used. Thus, we of our generation of educated men have the duty to act.

At the same time that we act we must make clear to the younger generation of boys and girls their privileges and their immense responsibilities, responsibilities arising as free men in a free country. That is what your great Association does. You meet now at a crisis in the history of the world to work together to determine the best ways and means to assist our young people. No task is more important, no effort more demanding. Upon the success of your teachings and upon the fulfilment of the forceful actions of all of us depends the extent that freedom will ring from every mountainside in these great United States.

GREETINGS

WALTER F. DOWNEY, STATE COMMISSIONER OF EDUCATION

The Department of Education of Massachusetts welcomes the delegates and members of the National Education Association to its seventy-ninth meeting.

We assemble here under circumstances of more than ordinary interest. Today we meet in a world crisis, in a period of national emergency. The army of American teachers, represented by those present, responds willingly to the call of our country. Re-echoing from every corner of our land comes the united cry, "We volunteer!" The school, as our greatest bulwark of national defense, is manned by a body of patriotic teachers who first expressed themselves as a united body over eighty years ago. In this hour of our national need, here in Boston where American liberty first took root, we renew our pledge to defend the principles for which, a century and a half ago, our forefathers fought on this very soil where now we meet.

Teachers, America needs us today, and we are ready. We meet today so that in an organized manner we may assist each other, by pooling our thought and experience, that we may better serve our nation.

In welcoming you here today, I know that our history and traditions will be a source of inspiration. We convene in peaceful convocation in a world threatened by destruction because of the violation of those American principles and those ideals by which we live. We, as members of the great army of American teachers, promote these ideals daily in every classroom in the land, which, thank God, is still the "land of the free and the home of the brave."

GREETINGS

ARTHUR L. GOULD, SUPERINTENDENT OF SCHOOLS, BOSTON, MASS.

We meet at a critical period in the world's history and at such a time it is important that we rededicate ourselves to those great principles of freedom and justice bequeathed to us by our founders.

In our complex society of today, education is more important than ever, and is necessarily relied upon to develop beliefs, attitudes, and behaviors

favorable to existing forms of government and ways of living. Control and direction of the schools is an important objective in all forms of presentday government. In Communist and Fascist governments, drastic steps are taken so that the schools will develop the ideals and attitudes of the leaders by means of definite materials of instruction and teaching procedures. Thus we see the adroit use of propaganda, regimentation, repression, and strict conformity to the views of the dictator as the essential experience of school youth under these governments. The individual is valued not so much for himself as for his usefulness to the government. Likewise, democratic forms of government regard education as essential for the preservation of the state, but on the basis of full realization of individual liberty and equality of opportunity as the best means for cooperative living and working together for the benefit of all.

The purpose of education in our democratic society is the well-rounded development of the individual—physically, intellectually, emotionally, and spiritually—for his own sake, subject only to due consideration of similar rights in others. Our system of education aims to recognize for every pupil the right to develop as far as his capacities permit.

Somewhat less tangible, but none the less real, are the objectives which aim to develop genuine civic-mindedness. The real citizen of our democracy will be sensitive to the inequalities of human life and living and will work to correct injustices; he will endeavor to understand our democratic society in order to build a defense against the corroding influence of dangerous propaganda; he will be tolerant of the honest opinions of others whose views differ from his own; he will recognize the need of, and maintain respect for, the law; he will perform faithfully his civic duties and responsibilities; he will maintain undeviating loyalty to democratic ideals; he will zealously guard the precious heritage of freedom bequeathed to him by the founders, in order to pass it on undiminished and strengthened for those who come after him.

May we draw inspiration from the many deliberations and discussions during the current week, to the end that we shall return to our various communities with the zeal to preserve and protect for the youth of America those privileges and duties which constitute the American way of life.

RESPONSE

MRS. MARY D. BARNES, PRESIDENT, DEPARTMENT OF CLASSROOM TEACHERS OF THE NATIONAL EDUCATION ASSOCIATION; AND TEACHER, ELIZABETH, N. J.

You have made us welcome in your city and in your state. On every hand we have felt the warmth of your greeting. We are deeply grateful for the opportunity which has been ours to meet again in this historic city of Boston. Here we have come to rededicate ourselves to the American way of life, and to renew our faith in, and our loyalty to, American education as the only safe means thru which democracy can be fostered.

As we see the disintegration of institutions and governments in Europe, we recognize the necessity for cooperation among all citizens if our beloved democracy is to go on. This same necessity for cooperation among all those engaged in education confronts us, too. It is time to stop lining up in separate camps. By encouraging the participation of all members of our profession in the making and the carrying thru of plans and policies for the education of free men in American democracy, unity can be achieved.

One of the reasons we meet here is to select leaders. There is need for wisdom in the choice of leadership in all times, but the need is never so great as in times of crises. Having selected the best in our ranks as our leaders, we owe them our loyalty, not a blind loyalty to a person as such, but an intelligent loyalty to him because he carries the responsibility for the cause to which we have subscribed.

Here in Boston many of us will visit historic scenes, and as we tread on hallowed ground, the lives of those men who guided our nation in its infancy become real to us. We read their spoken words, and we are deeply conscious of their faith in a Supreme Being who guides the destinies of men. Our democratic way of life is built on that faith, but thru the years we seem to have lost an appreciation of this basic philosophy of democracy. Educators are awakening to this need, and to their responsibility for inculcating spiritual values, if democracy is to be preserved.

A CHALLENGE TO THE TEACHING PROFESSION

DONALD DU SHANE, PRESIDENT OF THE ASSOCIATION; AND SUPERINTENDENT OF SCHOOLS, COLUMBUS, IND.

The first meeting of the National Education Association, then known as the National Teachers Association, was held in Philadelphia in 1857, eighty-four years ago. During the long life of this organization, meetings have been held during wars and peace, booms and depressions. Today we are meeting when the continuance of democracy in the United States and the world is in question.

Nothing we can do will avoid all the evil consequences of this war. Unborn generations will pay for it with sacrifices, hardships, and loss of opportunities. But we, the teachers of America, can do something about preserving our fundamental liberties and guaranteeing the continuance of democratic control of government after the war is over. The thirty million individuals in our schools today will be important in our army, navy, and factories if we become directly involved in the war, and they will decide the fate of democracy after the war is over. If we develop a German type youth movement they will constitute it. If a demagog takes over the country, it will be with their help. If our liberties go it will be because they have not been taught to understand and value them, to sacrifice and fight for them. If our democracy is cast aside it will be because they have not been taught to understand its history and purposes, its strengths and weaknesses; have not been trained in loyalty to the democratic way of life and in valuing

unselfish devotion to the common good; and have not been taught the ways and necessity of maintaining democracy in a changing world.

For a century and a half we have maintained a democratic government in spite of some inefficiencies, waste, and lack of foresight. Today, for the first time in our history, our democracy is being seriously threatened, from within by class antagonisms, by economic stress and inequalities, and by mass emotionalism uncontrolled by sufficient training and experience; and from without, by war, by totalitarian ideologies, and by economic pressure. It has become clear to us that our immediate survival depends upon efficient defense, and we are developing our army, navy, and factory production rapidly and adequately. However, it has not become equally clear that the long-time survival of our democracy, as well as our success in a long war, depends upon the quality and extent of the education of the great mass of our people.

While we take great and justifiable pride in our schools, the fact remains that much must be done before American education will be able to protect our democracy thru a long period of war and privation. From a national standpoint, our schools are not sufficiently financed, developed, or protected to insure the future of our democracy. Altho a majority of our young people of today attend high school for at least two years, a majority of our voting population has had less than an eighth-grade education. Over 18,000,000 adults are so poorly educated that they cannot read a newspaper understandingly or write a simple letter. In spite of our attendance laws, over 800,000 children of school age are not enrolled in any school.

While salaries and teaching conditions are satisfactory in a number of states and in numerous communities, in many states and in a majority of our rural communities salaries and working conditions are such as to discourage and often prevent the quality and type of teaching needed for the perpetuation of our democracy in these troublous times. In one-fourth of our forty-eight states the average rural teacher receives less than $700 per year, an amount insufficient to fill our schools with properly prepared teachers or to permit them to devote their full time and attention to their important work. In several states the average colored teacher receives less than $300 per year. The average rural-school term in the United States is less than seven months per year. In many rural-school districts, attendance laws are poorly enforced.

Altho the teacher tenure movement has made great progress in recent years, over 500,000 American teachers have no civil service or tenure protection and may be discharged without reason, justice, or recourse.

In this period of national crisis it is as important to support and improve our schools as it is to support and develop our army and navy. To maintain the schools of our forty-eight states on a high level of efficiency will require much legislation, a considerable increase in school expenditures, and a better understanding by the general public of the necessity of effective mass education in a democracy. That these requirements will be met is, under present conditions, doubtful.

The movement to reduce local and state school services and support because of the prospect of higher federal taxes has already begun. In a number of states, chambers of commerce and taxpayers associations are already demanding drastic reductions in school tax rates altho increases in federal taxation have not yet been enacted by Congress. We know from our experience during the depression that drastic reductions in school expenditures will mean overcrowded classrooms, the elimination of important subjects and departments, reduction in school efficiency, and, most important of all, the lowering of teacher morale.

It is also most discouraging and unfortunate that at a time when believers in democracy should be most insistent that teachers be encouraged to do their best, and every effort should be made to encourage the improvement and development of our schools, there is a marked increase in unjust and destructive criticism of teachers, textbooks, courses of study, and school expenditures by certain individuals and organizations. Perhaps the most destructive at this time are the attacks upon the loyalty and patriotism of the teaching profession. These attacks are being made by enemies of public education, by well-meaning minority groups or organizations that do not understand the purposes and methods of effective education, and by individuals who have been misinformed as to the soundness of American education and the loyalty of American teachers.

This audience does not need to be informed, altho the general public does, that the teaching profession, as a whole, is devoted to American freedom and democracy and is determined to preserve the American way of life; that the National Education Association, representing over 900,000 teachers, does not tolerate subversive teaching and is making every effort to defend and improve American democracy.

In spite of handicaps, misunderstandings, false charges, and unjustified attacks, we teachers have most important functions which we must perform in this crisis. We must rededicate ourselves to the youth in our charge. We must prepare them for effective life in a changing world. We must inculcate in them a love and understanding of democracy and a willingness to sacrifice for it.

Believing as we do that effective education of all our people is the only sure and ultimate protection of democracy, we must seek and win from the public a new and more understanding loyalty to education. We must protect our schools from misunderstandings and unjust attack. We must protect teachers from fear, intimidation, and unjust discharge. We must so protect our schools and teachers that the youth of today may be prepared to live effectively in a changed but democratic world of tomorrow.

We can accomplish these objectives only thru organization. Individually we are weak and unprotected. Banded together in our good cause we can win a new and more understanding public support for education. We can protect our schools from unjust attack and financial starvation, and thus pass on to the next generation the blessings of liberty and democracy.

The totalitarian threat to our liberties and our democracy constitutes a challenge to the teaching profession. Let us accept that challenge. The

National Education Association, being the major teachers organization in the United States, can and will, I am confident, take such action and start such movements before the adjournment of this convention that there will be brought about a rededication of American teachers to the cause of democracy, that the needed understanding and support of education by the citizens of this country will be secured, and that this country, preparing to meet, thru the army and navy, the threat of war, will also prepare to perpetuate democracy thru education.

SECOND GENERAL SESSION

A TRIBUTE TO THE LATE DAISY LORD OF CONNECTICUT

HELEN T. COLLINS, PRINCIPAL, LOVELL SCHOOL, NEW HAVEN, CONN.; AND MEMBER, EXECUTIVE COMMITTEE OF THE ASSOCIATION

On January 27, 1941, Daisy Lord, a teacher in the Wilby High School of Waterbury, Connecticut, passed away. Her death came with a sudden and unexpected swiftness which startled the teaching force of the whole country.

Born and educated in Waterbury, she taught for years in the lower grades. She loved to teach the smaller children and to be close to them. She then went on to the Prince School here in Boston, completed work on another level, and entered into the work of a high-school teacher.

Miss Lord, a scholar and a lady, a teacher and a friend, inspired all who knew her by her strong character and devotion to her profession. She waved aside the opportunities of personal advancement so that she might remain a classroom teacher, a molder of boys and girls, and a teacher and leader of young teachers, a pioneer in the advancement of her beloved profession. No one has served the profession with greater zeal or with a more ardent desire to improve it. For many years she was president of the Waterbury Teachers Association. She was president of the Connecticut State Teachers Association and founder and president of the Department of Classroom Teachers of Connecticut. She was president of the Department of Classroom Teachers of the National Education Association and president of the League of Teachers Associations in Connecticut. She was a vicepresident of this Association and a member of the Board of Directors at the time of her death.

Above all, she was our friend, the one we looked to, the one who led us. We have known her for many years; we have looked to her at these meetings and asked her advice; and always we have found it. As we stand here tonight, our minds remember the beauty of her life from the beauty of memories. We feel that if she could speak to us she would say with the poet:

> Because I have loved life, I shall have no sorrow to die.
> I give a share of my soul to the world where my course is run.
> I know that another shall finish the task I must leave undone.
> I know that no flower, no flint was in vain on the path I trod.
> As one looks on a face through a window, through life I have looked on God.
> Because I have loved life, I shall have no sorrow to die.

A TRIBUTE TO ALL DEPARTED MEMBERS

FRANK S. WHITE, FAIRMONT STATE TEACHERS COLLEGE, FAIRMONT, W. VA.; AND CHAIRMAN, COMMITTEE ON NECROLOGY

We want to pay tribute to our fellow workers who have been called from their earthly labors since our last annual meeting. Their work is ended. They have closed for the last time their classroom or office doors. They have discarded their academic and professional garbs and are now taking their last long sleep. They have left us high standards of professional loyalty, devotion to duty, and service to humanity.

The necrology list has been collected and assembled by the Association's Committee on Necrology and will be filed in the archives of the national headquarters building. The names of those who were members of the National Education Association are printed in the necrology list. (See page 902 of this volume.)

Some of our departed members were known only in the community in which they served. Some were known thruout their own state. Some had attained national fame, and a few had attained an international reputation in their special fields of service. All of them will be most missed and their names will be revered by those who knew them best. However, today we pay tribute to all of them. We are thankful for their devotion to, and their achievements in, the service of humanity.

Let us stand in reverent silence for a moment in recognition of the esteem in which we hold our true and faithful fellow workers who have passed to the great beyond.

GREETINGS FROM THE AMERICAN LEGION

MILO J. WARNER, NATIONAL COMMANDER, INDIANAPOLIS, IND.

In coming before your convention today to renew the association that has existed since we came out of the First World War, between educators as a professional group and the Legion as a lay group, I am conscious of the feeling that the world situation today cannot be considered adequately without giving thought to the future. And when we think of the future hopes of men and of peoples we habitually turn to the educator to discern what there is in which we may place our confidence, and to which we can pin our steadfast faith.

While we have disagreed with some texts which have taken root in the schools, we are in absolute agreement with the feeling that support for the highest grade of teachers is the first duty of any community. We heartily favor the lay thought that a school reaches to its greatest height only as far as it is guided by teachers who are beyond compare. The "Mark Hopkins on a log" theory of teaching is not outmoded however necessary our immediate stage of civilization has made the establishment of elaborate physical properties to convey education. We have implicit faith in the goodness and forward-looking excellence of the great body of our American teachers. The lay criticisms we have launched at the occasional textbook author who would

trade the form of government we inherited from the founding fathers for a collectivist society does not mean that we indict a whole association of teachers whose representatives here so excellently exemplify the concept of education we would have all Americans keep in mind.

It was William Ellery Channing who said that "the mind, like the body, depends on the climate it lives in, on the air it breathes; and the air of freedom is bracing, exhilarating, expanding, to a degree not dreamed of under a despotism. This stimulus of liberty, however, avails little except where the mind has learned to think for the acquisition of truth. The unthinking and passionate are hurried by it into ruinous excess."

In a very real sense that is the feeling we have in the American Legion when we ask to be permitted to work with you educators, to support you when you seek the support that lay groups such as the American Legion can provide. We do not, however, want to see textbook authors, under the misused guise of academic freedom, inculcating a love of collectivist theories of society before "the mind has learned to think for the acquisition of truth."

In speaking of education, it was Montaigne who spoke of the capacity of bees to "here and there suck this and cull that flower" and thereafter produce "the honey which is peculiarly their own," but in the process he had in mind the bee's capacity to judge those products of nature chemically and physically correct to manufacture a true nectar.

We value education's capacity to produce a citizenship which will keep in mind the greatest good of the greatest number among our people, and we would have it open to every child from six to sixty. But in culling the great truths and principles upon which our form of citizenship must operate, from the flowers that bloom in the gardens of learning, it is essential that the child be given the same unerring training for a sound take-off that guides the bee in his flight toward honey-making blossoms.

It was Lessing discussing the education of the human race who said, "A primer for children may fairly pass over in silence this or that important piece of knowledge or art which it expounds, respecting which the teacher judged that it is not yet fitted for the capacities of the children for whom he was writing. . . . It must contain absolutely nothing which blocks up the way toward the knowledge which is held back, or misleads the children from it."

In the Legion we interpret this as an admonition to some few textbook authors not to regard it as their province to use the schoolroom as a sounding board whereon the glories of the collectivist society shall be preached and the inference shall be left that Washington was a hard-drinking master of hounds, associated with a little group of men whose aims in the establishment of this government were entirely selfish and who threw the tenets of democratic thinking to the masses as a soporific.

It is because of our great admiration for the part you as educators have taken in preserving our America that we sometimes question the tools—the textbooks—that are given you in the performance of your professional tasks.

We do not approach the subject of education as experts save as thousands of our members are teachers by profession. As a group we come to you as

lay men and women, more than a million matured citizens strong. Our stake in the future of America is at least the equal of that of any other segment of the population. You have the guidance of our nation's children as educators. We seek an honored future for our children as parents. There really is no divergence of opinion in the goal that we seek.

Each of us as a group, educators and Legionnaires, strives to work for a continuance of the solidarity of purpose that today makes the United States the most wholly desirable field for the development of true citizenship. The immediate problem is to achieve that solidarity of purpose against the military, economic, spiritual, and cultural threat of all the foreign ideologies. The long-pull threat is to gird ourselves for the consummation of a lasting peace when the immediate problems have passed.

We have faith in the future of America to achieve both purposes. We have faith in the ability, capacity, and willingness of educators to perform magnificently in upholding that faith. All that we desire is your acceptance of those things we can contribute toward making your task as educators easier of accomplishment. Another crop of war veterans may be in the making at this time. Tho we in the Legion pray that this shall not be necessary, we would bespeak for all veterans the true tolerance that is the hallmark of the distinguished group of educators here assembled.

OUR COUNTRY AND THE WORLD SITUATION

JAMES B. CONANT, PRESIDENT, HARVARD UNIVERSITY, CAMBRIDGE, MASS.

It is a great privilege to be a speaker here this evening. But it is also a staggering responsibility, for the subject on which I am asked to talk is "Our Country and the World Situation." I submit that even in more tranquil days this subject would be a large assignment—a large assignment even for a college president. Today, as the world shifts and disintegrates with kaleidoscopic rapidity before our eyes, the task would seem to call not for a college administrator but for a prophet able unerringly to foretell the future.

I am certain you have not asked me here under any illusions as to my capacity to fulfil this function. Rather, I feel sure you have invited me as a fellow educator; perhaps as an educator who, during the last twelve months, has ventured from time to time to step outside his official role and express his views as a private citizen.

But, whether I am here with you as a member of the National Education Association or as a private citizen is a matter of little moment. For it is clear that I cannot at this time of national emergency discuss the topic you have given me without voicing my personal opinion on a highly controversial issue. In one important respect my task is simplified. I am talking to an audience of men and women who have spent their lives as teachers of American youth. We therefore start our discussion in agreement as to one basic assumption. For we teachers are frankly a partisan group; we are partisans of the free way of life. The fundamental premise of our social and political philosophy is an unshaken belief in the dignity of the individual.

This premise we assert must be the foundation of our society. There is no need for me to document the case for personal liberty before you—no need for me to spell out the reasons for preserving the integrity of the individual. To argue before this audience the necessity for maintaining freedom would be to force an open door.

Not only do the teachers in this land believe in a free society but they also occupy the key position among those who labor to see that such a society will endure. As never before in the history of the world, one country, the United States, has undertaken to educate all its youth. The marvelous expansion of the American public-school system, a tenfold expansion almost within our lifetime, has presented the world with a new phenomenon. In no small measure the future of this country is shaped by you and by the other teachers whom you represent in your gatherings of this week. You are members of a vast civilian army which defends the bulwarks of our democracy. In the fine phrase of President Eliot, you are members of that "high calling by which the foundations of a free commonwealth are secured."

"The foundations of a free commonwealth"—one might almost take this phrase as a text for an address on "Our Country and the World Situation." For in the opinion of many it is the very foundations of our free commonwealth which are imperiled at this moment. And to the minds of some of us the peril is so great that the United States has no alternative but to enter the war against the Nazi power. Personally, I have believed for some months that it is essential to our security that we join England in the fight against Hitler.

But before I present the arguments to support my views about our immediate course of action, may I examine with you for a moment the nature of this free commonwealth of ours. For whether we are to fight or not, we are now as a nation engaged in a program of rapid rearmament. The question constantly faces all of us, What are we arming to defend? We have developed a unique form of society on this continent by following the implications of the philosophy which presided at our birth. This philosophy, let us remember, far antedates our Revolutionary period. Much of it was implicit in the founding of the Colonies. As I read American and English history, our cultural stream diverges from the British in the seventeenth, not in the eighteenth, century. Indeed, it has always seemed to me that the real break with England came not in 1776 but in 1660, not with the American Revolution but with the English Restoration. Were not the founding of this Republic and the subsequent development of a classless nation the work of the spiritual heirs of that English Commonwealth constituted without King and House of Lords? Unlovely as many aspects of the Puritan regime in England may have been, its overturn by the restoration of the Stuarts was a severe check to the development of a society devoid of caste or class. At all events, at this point the society of England went down one road; that of the Colonies down another.

Today the United States and Great Britain share a common language, a common form of law, the Bill of Rights protecting freedom of speech and worship and trial by jury; and the two countries also possess related forms

of representative government. These embody principles fundamental to any nation dedicated to individual freedom. But altho the United States and Great Britain now share certain doctrines basic to free institutions, there are many divergencies in our two cultural streams. I venture to dwell on this point for a moment because for those of us who are teachers this subject has great significance. To my mind, a failure to emphasize the real differences between England of the twentieth century and the United States of the twentieth century has done an immense amount of harm. Some groups among our people have tended to forget that to the principles common to both nations the United States added at the outset another peculiar to itself, namely, the abolition of hereditary privilege, the absence of caste or class. This addition is to me the touchstone of the American system. To the extent that we forget the importance of its continuation, by so much we fall short of our ideal.

The trouble is that mistaking superficial resemblance for identity we have in the last fifty years imported from England ideas, institutions, and fashions, ill-suited to this nation. This is particularly true in the field of education, but also applies in the fields of political science, of statecraft, and of administration. In the time of Jefferson, it was those who looked with favor on a "monarchical form of government," to use his words, who were accused of excessive love for British notions. At that time both the idea of a republican type of government and the ideal of a society without class or caste were struggling for recognition. Rightly or wrongly, Jefferson believed that some of his political opponents were ready to discard those basic principles of the new nation.

Today, a hundred and forty years later, it is by no means those on the extreme right who are too ready to import and domesticate English ideas and institutions. The reformers on the left are all too prone to equate British and American experience, quite neglecting to explain either the deep-seated differences in the structure of English society and our own or the great divergence in the two political and constitutional systems. I am firmly convinced that this nation must develop its own unique type of society in its own way. Neither Bourbon nor revolutionist should be allowed to set our pattern by hasty importations from abroad.

In short, the future of this country depends on our ability to achieve those goals which have been the national ideals thruout our history. We must continue to strive toward the realization of those ideals—to strive for equality of opportunity for all, for the diminution of hereditary privilege, for tolerance of all creeds, for the maximum of personal liberty, for the minimum of restraint on individual enterprise. Such are the essentials of the free commonwealth which it is your duty as teachers to secure; such are the essentials of the free commonwealth which is in peril today.

That our free commonwealth is in some danger today from one direction or another probably no one of you will deny. The controversy between isolationist and interventionist which has occupied the public mind for some months turns on the extent and nature of this danger.

Where does the peril lie? It lies, to my mind, in a combination of ideas and weapons—in the existence of the Nazi philosophy, backed by the fighting forces of the Nazi state. It does not lie in the hostile Nazi creed alone. Nor does it lie alone in the might of Hitler's armies. It is the two together that threaten us across three thousand miles of ocean.

Not since the time of Islam has the Western world witnessed a phenomenon of this sort. We have been used to fighting ideas with other ideas—the necessary conditions of existence of a free society. We have been accustomed to read history in terms of struggles of sovereign nations, differing but little in their fundamental ideology. But we have no immediate knowledge of what is a new manifestation in the modern world, a fundamental challenge to the basis of our civilization, implemented and thrust forward with a blazing sword. No wonder many good people in this country refuse to admit the existence of such a devastating force.

"A combination of ideas and weapons"—I venture to repeat this phrase. For a failure to appreciate the significance of such a combination has misled many of our isolationist friends in the past few months. It may well have misled in the last few days many sincere citizens of this country attempting to weigh our interests as they have been affected by the sudden attack of Hitler on the Russian state. To me, communism and naziism are equally detestable. Furthermore, considered merely as ideologies, they are equally inimical to the future of this free nation. But only one of them threatens us overwhelmingly at this moment because only one of them, naziism, has been backed by a powerful army designed for conquest.

Internally, we must fight both communism and naziism as boldly as Jefferson once fought his monarchical opponents. With ideas alone, ideas not backed by force, a democracy must cope by peaceful means. It is a condition of our existence as a free society that we must maintain the right of all views to be presented openly, even views which if put into action would destroy the freedom which we guard. This is the necessary paradox of a society based on the doctrine of the sacredness of the individual. In a democracy what might be called the fair fight, the normal conflict of ideas, is carried on in the long-continued argument and counter-argument of public debate. I am convinced that in spite of all our economic difficulties of the last decade, in such a fight the American way of life can down the two opposing creeds. But in the strength of the Nazi state we face another element—the support of far-ranging mechanized arms, overrunning not only the continent of Europe but threatening those seas on whose control depends our safety.

Communism has never been the same kind of danger to the United States that naziism has become since the fall of France. This is because the communistic ideology has never been combined with a military force which could threaten this hemisphere. It seems inconceivable that the present Russian forces could directly menace this country. There is, therefore, no danger to us in the British strengthening them in their struggle against Hitler. It is quite the contrary. The major concern of the United States must be to secure the military overthrow of the Nazi power. Until this is accomplished, no nation which loves freedom can breathe in peace. Until this is

accomplished the new force which the twentieth century has let loose, that combination of a soul-destroying philosophy and a man-destroying army, will devastate the earth.

To be sure, some isolationists fail to see those potential dangers which I believe loom so large ahead. Indeed, the attitude of some of our friends in the isolationist camp toward Hitler reminds me of the backwoodsman who was asked on his deathbed if he renounced the devil and all his works. His reply was, "This is no time to be making enemies anywhere." Believing a Nazi victory in the present war to be inevitable, these defeatists have failed to learn the lesson of every nation in Europe; these pessimists are nevertheless optimists in one respect. They look forward to a treaty of mutual understanding between the United States and a triumphant Hitler. They even quote his promises to let us live in peace and refer to his pacific intentions toward this hemisphere. After the events of the last five years, to pin one's faith on Hitler's word or a Nazi treaty seems a bit naive. But to do so now after the recent exposure of the value of the Nazi promise to Russia would seem the height of folly, indeed. Can anyone seriously maintain today that a treaty with Hitler's regime is of the slightest value? Can anyone deny that every nation still left unenslaved by the Nazi hordes must be prepared to insure its independence by force of arms?

If this were merely a war between sovereign nations quarreling over nationalistic ambitions, those who advocate what they call a negotiated peace would have a plausible case. But as I have already stated, this war has many of the characteristics of a religious war. We must turn back to the followers of Mohammed to find a parallel in history. This war is being waged by an army of picked men fanatically devoted to a philosophy which denies all the premises of our American faith. Hitler's soldiers are proponents of a literally soulless creed, and they are well armed by modern science. They are hard to stop by force of fighting—impossible to stop by words or bribes, by talks of trade, or by a negotiated peace. If this were merely an imperialistic war, in the old sense of the word, the question of actual invasion of the United States and the subjugation of the country by an armed enemy force would be central to the issue. For a conqueror armed with material weapons alone must subdue and rule by force. But not so one who challenges a civilization with a combination of incendiary ideas and incisive weapons.

In every nation today there are latent, unseen forces silently enlisted on opposing sides in this conflict of ideologies. In Germany there are many who quietly hold fast to a belief in the integrity of the individual. In this country there are those who silently reject the premise of our free way of life. This small minority would be ready openly to avow themselves followers of Hitler if they could count on the external pressure of armed threats to aid their cause. And they would find others to follow, for in any nation there are always a few ready to espouse any faith if material prosperity beckons. Here lies the essence of our real danger, the real peril to the vitality of our faith.

Let us imagine the worst, a world in which Great Britain is defeated,

the island occupied or dominated by Nazi power. Let us imagine Germany in control of the Atlantic Ocean, its creed of revolution buttressed by a triumphant army. We should then be under a tremendous pressure; military pressure, at least from the threat to the turning of our flank in South America; economic pressure from the well-known trade methods of totalitarian states. Confused and divided, alternately threatened and wooed by an overwhelmingly successful dictator who deals with his enemies one by one, would not our chance of holding fast to the free way of life be slim indeed? Over alien ideas alone our American doctrine can count on a triumphant victory. But against the totalitarian philosophy implemented by the threats of a hostile world in arms we should have the greatest difficulties in contending. Can we afford the risk of this encounter? Are we not foolish not to take every precaution to avoid such an eventuality of entering a desperate battle against both ideas and weapons with the odds against us? To me there is only one conclusion possible. We must see to it that Hitler is defeated at the earliest hour.

Last winter I had an opportunity of visiting England for six weeks. I was concerned primarily with organizing an interchange of scientific information pertaining to the development of instruments of war. I wish I could tell you of some of the extremely interesting results of the work of many British scientists. But all such matters are highly confidential. I can say, however, that I feel certain that the newly formed Civilian Technical Corps is destined to play an important role in the defense of Great Britain. Thru this Corps, American citizens with technical and scientific ability, particularly along radio lines, will have an opportunity to go to England and assist in noncombatant capacity the British fighting forces.

All this has little to do with my present argument. But I returned from this visit certain of one conclusion which does bear heavily on the problems which now confront this country. I feel sure that no British government which could possibly come to power will make peace with Hitler. On that we may confidently count.

But unless we can assure the safe arrival on British shores of every scrap of ammunition and fighting gear we can produce, England might at a later date be overrun and conquered. The consequences to us in the United States of this eventuality I have already depicted for you. But even if this disaster to the cause of freedom did not take place, it seems as clear as crystal that until we have taken all steps to strengthen the British fighting forces we are slowly allowing Hitler's chief opponent to be weakened. At best, every month we delay in taking the final step and actually beginning to fight may well mean four months' further prolongation of the war. For "peace in our time" is possible only when the Nazi might has been overthrown.

Let us not be deceived by the situation which has developed in the last ten days. At the moment the German land and air forces are fully occupied with the invasion of the territory of an erstwhile ally. But the crucial battle of the war, the battle of the Atlantic, continues with undiminished vigor.

Whether or not the Nazi forces win an overwhelming victory against the Russian army in the course of a few weeks, as many predict, Hitler's threat to England continues as menacing as before. This threat must be met. And it must be met in the interests of our own safety. For unless Great Britain remains unconquered, the control of the Atlantic may well pass into the enemy's hands.

There are those who say that we can be of more aid to Britain by staying out of actual warfare than by becoming involved as a belligerent. This is a specious argument. If Hitler thought we would be less effective as a hostile power by being actually at war with him, we should long ago have become involved. For as he has often boasted, the choice is his; he could have declared war against us on any one of many grounds months ago. And while I have nothing but loathing for his philosophy, I have the highest respect for his sense of strategic values.

There are those who say that even if we decide to fight there is little that the United States can do. This is another specious argument. The fact is that we have an effective navy and an ever growing air force. These combined with Great Britain's naval and military resources are sufficient in the opinion of many experts to turn the scales.

In the defeatist group is a highly vocal body of opinion which ignores entirely the lessons of the Battle of Britain of last fall. Either thru ignorance or choice these defeatists minimize the striking power of the Royal Air Force. They fail to recognize that England has already won in the air above her island a great, critical battle of the war, and that she did so by the superiority in quality of her air arm. With this record of accomplishment, can one doubt that if only the Battle of the Atlantic can be won, the eventual overthrow of Germany is in sight? Can one doubt that if only the United States will join with England before it is too late a decisive victory will be obtained?

I believe the great majority of the American people are already convinced that the defeat of Great Britain by Hitler would be a calamity for the United States. Slowly we are coming to recognize the unpleasant truth that our past security has depended not only on the breadth of the Atlantic and Pacific oceans but also on the existence of the British fleet. Not until that distant day when we have completed our two-ocean navy can we disregard this fact. And in the meantime the effective breadth of these oceans is rapidly diminishing because of the startling advances in aviation. Whether we like it or not, the modern world is a different world from that of the nineteenth century. The United States cannot dwell apart in splendid isolation. Whether we like it or not, our independence and our way of life can be threatened by concentrated power across the seas. Whether we like it or not, Great Britain is at this moment warding off blows which strike at the essence of our existence. There is only one certain way we can meet the challenge, only one way we can protect our land. Recalling that offense is the best defense, the Congress of the United States should pledge this nation to the defeat of the Axis powers. This one goal, the defeat of the Axis powers, must be our aim. Beyond this we

should make no specific commitments. Silence the weapons which now force the totalitarian ideas upon other nations and our democracy will be in a position to do its part in a world returned to peace.

In conclusion may I direct your attention to one final aspect of the dilemma which confronts our country. I spoke earlier of the paradox that a free society must tolerate the peaceful propagation of doctrines which, if accepted by a majority, would destroy its freedom. There is another paradox which also flows from the nature of the society in which we live. A nation believing in the sanctity of the individual must be a powerful advocate of peace. It must be a nation of idealists. As such it must be weakened by its own idealism in a struggle with a ruthless, aggressive, hostile power. As such it must initially be lacking in the will to fight. And I do not have to tell this audience that the United States, contrary to some reports, is a nation of idealists. During the past twelve months we have had ample evidence of that fact. In effect we have been witnessing in this country a gigantic conflict between two ideals, the ideal of peace and the ideal of freedom. We as a people have been torn between our hatred of war and our hatred of Hitler's philosophy, between our desire for peace and our desire to do our part in defending our own liberties. A nation caught in this kind of an internal moral battle must suffer the tortures of a man upon the rack, or, perhaps I should say, must suffer the tortures of an individual undergoing a similar struggle within himself. Indeed, not a few individuals in this last year have faced the bitter experience of cutting thru the emotional impasse which results from sudden collision of two ideals.

At the moment we as a people dwell in an ambiguous halfway house. Admittedly, Great Britain in the defense of her own birthright is also defending our own way of life. We, in this country, almost without a dissenting voice salute her bravery and applaud her gallant stand. We have cast aside all pretense of neutrality; we gladly give arms and ammunition, eagerly supply all instruments of war. But can we maintain our own self-respect and sense of national decency if we stop there?

I ask you, ladies and gentlemen, as teachers, how you would advise one of your own pupils faced with a similar moral problem. There are standards of conduct for nations as well as for men and women. And it is difficult, indeed, for a country to develop a stouter character in the individual student than that portrayed by the collective action of its citizens.

One devastating question stands before the country in this hour of peril. Can we as a people with our freedom threatened let another nation do all the fighting for us? I feel that sooner or later the United States as a nation of idealists will answer a thundering "No." When that time comes, our teachers in their classrooms can once again invoke the unified idealism of this nation. They can believe that peace and freedom will come to a stalwart people which faces the responsibilities of its own destiny. They can believe that the generation they are training will live to see the United States freed from the threats that now confront us and ready to proceed with confidence along the paths of its own making, along the enduring paths of liberty and peace.

BETTER RELATIONSHIPS IN THE WESTERN HEMISPHERE

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Let us journey in spirit thruout the Western Hemisphere and ask some of our fellow Americans to answer the one question which is crucial in the development of understanding and goodwill among any peoples in the world: "What do you need, here and now, most of all?"

Moving far and fast, we come to Peru and toil up a mountainside until we reach a lone Indian making a little terrace on the steep, rocky slope. When we put our question to him, he straightens his bent back and replies simply, "For me? Just this little land to be my own. I know it is high here and the slope is almost too steep to raise food, but if I can keep this land I think I can support my family. Always before, when I have made a terraced strip, there has come a white man with talking papers and the red seal of government upon them, and he has told me that the land was not truly mine, that it belonged to a great rancher, and that I must go farther up the mountain to make new land. But now, up there, you see the snow line."

"Ah, but we are followers of democracy," we explain, "and so we are concerned for the democratic processes. Do you not first of all need a vote?"

"A vote?" he repeats questioningly. "Was it not of such matters that the Apristas spoke? And were they not shot by the hundreds for their crime? A vote! No, no! I am a peaceful Quechua farmer, nothing more. I do not claim the privilege of a white man—only this little strip of land—that is all I want. The white excellencies would not shoot a Quechua for wanting that much, would they?"

Now we are riding across the Rio Negro plains in Argentina. We put our question to a gaucho. He smooths his horse's mane reflectively and begins slowly, "I think, señor, I would ask most of all for help to get a real house—anything better than that three-sided shed yonder. We need better shelter—for the children. In this climate, if you do not keep them warm when the cold wind blows, they get thin and white and begin to cough. Three, we have lost that way in winters, my woman and I."

"Your foreman," we suggest, "why does he not get you a better house?"

"Well, there are many of us and only a few houses. The foreman can do little about it. He is bound to the owner of these ranges."

"Ah, then it is the owner who can do something about it."

"But the owner lives in Buenos Aires, and that is far from here. It is said that his house in the city is near that of His Excellency, the señor presidente of the Republic, and is indeed not greatly inferior in size and elegance to that of the señor presidente."

"Your president is a very wise man, no doubt?"

"Si, señor."

"And he has great power?"

"Of course, señor."

"Well, then, why does not the president get you a house?"

"Oh, he is not *that* wise, nor does he have that much power."

"Still—he has so much power that he is a dictator, is he not? And is not that a bad thing?"

"Well, sometimes yes, sometimes no. We riders have helped make dictators, and again we have helped break dictators. But now—I see what you perhaps mean. If the señor presidente had more power he might get me a better house!"

Now we are in a little town in the coffee-cotton country of Brazil. We speak to a worried looking housewife. "And you, senhora," we inquire. "What do you need?"

She shifts her crying baby to the opposite hip, wipes the steam from her eyes, and answers promptly, "Defense from the mosquitoes, senhor. Once it seemed here for a time that they brought only malaria, but now it is the yellow fever too, and the yellow fever kills babies."

"Would you not also like to have an elected governor for this state," we inquire solicitously, "rather than a federal intervener appointed by the president?"

"You must be joking!" cries the mother. "I tell you my baby's life is in danger, and you babble to me of federal interveners! What do I care for forms of government? I want safety for my children!"

Now we are questioning a farmer in the valley of the Purgatoire River in Colorado. He expectorates skilfully at an incautious grasshopper and says, "The first thing we gotta have here is a decent price for our wheat, and if we don't get it, we're gonna put fire under a lot of sacred pants up in Denver and back in Washington."

"But you have the referendum and the direct election of United States senators, do you not?" we ask.

"Referendum? Senators?" he snorts. "Say, mister, are you tryin' to kid me? Look at them dresses my little girls are wearin'. They're made of flour sacks!"

"But you are lucky to be living in the United States these days," we remind him.

"Sure, I'm lucky," he growls, "but some of them government job holders are goin' to be unlucky if we don't get a decent price for our wheat!"

In another state a striking workman answers our inquiry: "We want to be protected from having our peaceful picket lines violated and our strikes broken by company police or by the army or any other arm of the government acting as company police."

"But you are run by racketeers and Communists, are you not?" we ask. "And is it not treason to strike in a defense industry at a time like this?"

"What time is it?" he counters sharply. "Are we at war? If we are, when did the United States Congress declare it? If we are at peace, when did it become un-American or treasonable for workingmen to strike?"

"Whether we are at peace or at war is a matter of verbal distinction," we reply sternly, "but we know we are in trouble, and we must have discipline among all our people if we are going to get done the things our people want done, the things our people believe they must have done to live."

"All right," he says, "and *I* want to know what those things are—definitely and precisely. I want to have my say in determining what they are."

But here is a man we did not see before—a Yaqui Indian in Northern Mexico. He listens to our questions as he slides the polishing cloth along the barrel of his rifle, and then he answers grimly: "We need no help from Yoris or against Yoris. For four hundred years we have fought these accursed outsiders to a standstill every time they have come against us. Let them come again, if they so desire, and we will whip them again, or die to the last man. The Yoris are accustomed to weep bitterly before and after they fight. They weep before at the thought of killing more than at the prospect of being killed, so they say. They weep afterwards and cry that they will never kill again. We Yaquis laugh at fighting and killing."

"But democracy," we begin, "a government, you must have a government that is—" when the Yaqui interrupts.

"Hear me, Yori," he says, "I speak plainly. We Yaquis will run our own affairs the way we want them, and you Yoris will help us and yourselves best by keeping out of our way."

These are simple things—food, shelter, clothing, health, the price of isolation and the price of wheat, the right to live and the right to strike, the love of children and the love of country. They are what the Americans want first. They are what the land systems and the industrial centers, the farms and the forests and the mines, the rivers and the railroads and the airlines, the governors and the courts and the armies are for. The first step in better inter-American understanding is to recognize what these wants of our people are. The first step in goodwill toward our American neighbors is to desire wholeheartedly that these wants be satisfied. The first step in mutual aid among the nations of this continent is to put into action measures designed to meet these wants from Point Barrow to Punta Arenas, from Montreal to Magallanes.

This is a difficult task. Let us make no mistake about that. Let us not deceive ourselves into thinking that requiring every high-school pupil in the United States to study Spanish and Portuguese will do the job, or that two goodwill missions to South America where only one luxuriates now will turn the trick. If this task is even begun on an adequate scale, however, there will be many young men and women in the United States who will learn to read, write, and speak Spanish very well, and there will be many others who will gain a similar command of Portuguese. There will be still others who will learn French. There will be some who will learn Guarani or Quechua or some other great American mother tongue. They will recognize that these instruments of communication are important tools in understanding the Americas, but they will not fall into the pathetic fallacy of believing that knowledge of a people's language guarantees any goodwill toward that people. The schools of Western Europe have taught foreign languages for how many generations? The scholars of Western Europe have exchanged lectures and visits to foreign universities for how long? A language, a skill, knowledge of any kind, is a tool like an airplane. It can be used for gracious and civilized purpose or it can be used in the service of barbaric hatred.

To acquire a clear understanding of our American neighbors, to motivate that understanding with goodwill, and to carry that goodwill into the practice of mutual aid are difficult tasks because they run counter to the current forms of nationalistic thinking in the world today. If we are going to tackle those jobs seriously, we must recognize at the outset that modern styles in nationalistic purpose and effort are not those under which we can understand the Americas or defend the Americas. If the American nations are to be fiercely independent and mutually jealous entities, each for the welfare of one only, and all for none, patterned after European medievalism in international affairs, they cannot hope for a better understanding among themselves or a better defense of themselves than the European states have achieved. A state which finds it impossible to organize the energies of its people in complete fashion for any other national purpose than war and the preparation for war cannot even carry on war successfully in the long run.

The American countries must become progressively united in carrying out cooperative enterprises to give all their people the food, shelter, health, and happiness which they can now envision for only some of their people. Today they are working together on a few jobs, slowly and hesitantly. They must work faster, more decisively, and with greater determination to do bigger jobs by being bigger people. They must give up small advantages for small sections of the continent for the sake of great advantages for all the continent. This thing cannot be done selfishly. It must be done with a touch of greatness such as other parts of the world do not commonly know, or it will not be done at all until after the Americas, as well as Europe and Asia, have been drenched in blood.

The Americans are of many racial strains. They speak many languages. They differ among themselves in social customs, traditions, and beliefs. Yet they are more alike than they are different. None of them wants a child to starve anywhere on this continent or on any other continent. Most of them recognize that for every baby who dies in the Americas from causes which we know how to eliminate but have not organized our collective energies to eliminate, the honor of our peoples is as much touched as tho a man were lost in battle against trans-oceanic invaders. They know that the woman who died tonight in childbirth in New York or Lima, Illinois, or Minas Gerais, is just as dead as tho she had perished under the shattering crash of a bomb in London or Berlin, Helsinki or Minsk. They feel that with all the material resources of the Western Hemisphere at their disposal, it is a reflection on their intelligence and their goodwill that many of their fellows do not have nearly enough to eat or a decent shelter over their heads. They must resolve that not only when this war ends but also as this war goes on, they will expand and improve the services of supplying those material goods and those spiritual goods which will make of them a truly great and urbane people.

The better understanding we need in the Americas is a better understanding of these likenesses; the pattern of goodwill and mutual aid we need is one which can put these likenesses into effective action.

It is on this basis that we speak now to the Quechua farmer on the steep slope beneath the snow line. "It is not enough for you to want and know only this terraced strip of land," we say to him. "If this is all you think you need, you will not get even this much. You must know the problems of the Chilean farm laborer, the peon of Oaxaca, the plantation worker of Puerto Rico, the sharecropper of Arkansas, as they must know your problems. Only thus can you feel with them and for them. Only thus can you become a part of the great intellectual and emotional force which will give not only your family but all the families of this continent the food which the land of this continent can provide."

To the pampas horseman we speak in similar terms: "Your own shelter will be improved and the services to their people of your own landlord and your own government will be bettered as you recognize, comprehend, and act upon the needs of the businessman of Buenos Aires, the miner of Chile, the automobile worker of Detroit, and the trapper of the Yukon. In the past you have made and broken dictators with your horse and your lance and your fighting heart. In the future you must learn to help make a new level of living for peoples far beyond the limits of your home ranges, with a new level of developed intelligence and a new strength and direction of your fighting heart."

To the housewife we say: "Your own baby's life will be increasingly guarded from peril as your knowledge of dangers to all babies from Nome to La Plata grows and as your willingness to act on that knowledge is strengthened."

To the farmer of the Purgatoire we say: "A fair price for wheat and better than flour-sack dresses for your little daughters are matters which run beyond the stretches of this valley, beyond the borders of this state, beyond the frontiers of this nation. You must think and feel beyond those limits if you are going to solve the problems of the Purgatoire."

To the striker we say: "You have developed your intelligence and expanded your vision a long distance from the day when unorganized labor was at the mercy of ignorant and ruthless employers. Just because you have gone so far along this road, you are vowed by destiny to go much farther. If you were content now to hold to a picket-line provincialism of yesterday, you would have failed more utterly than the Quechua who has not yet heard of picket lines."

And finally to the isolationist Yaqui we say: "The four hundred years in which you fought the outsiders, the Yoris, in order to keep your own way to yourself, are gone, and they will never come back. The years which will come in their stead will demand that you know the Yoris and serve them as you serve your own people. To do this is also a thing which requires a proud spirit which laughs at danger. With a gaze above the level of your local hills, you can in these new years add a glorious new chapter to the story of Yaqui daring."

To all these Americans and to ourselves, the teachers of America, we add that the courage of all our people and all our profession will be tested in those years to come, but we would not have it otherwise. We know we are

at war, a war in which the present little struggles of bombing planes and motorized columns are mere skirmishes for position. The real war is the war between those who would expand our peoples' intellectual and emotional frontiers and those who would keep them as they are or return them to the even narrower limits of yesterday.

This is a war for men's hearts and minds. It is a war for a living of beauty and grace and loveliness which men can achieve because they can envision it. By the grace of our God, who knows no barriers of tribe or province or nation, we will win that war, first for the Americas and then for all the world.

THIRD GENERAL SESSION

GREETINGS FROM THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

MRS. W. A. HASTINGS, MADISON, WIS.; FIRST VICEPRESIDENT, NATIONAL CONGRESS OF PARENTS AND TEACHERS

I want to greet you on behalf of all our members everywhere. We are friends and know each other, from one end of the country to another. Our 2,500,000 members in our 28,000-and-more locals all know the National Education Association, and I know that all the National Education Association members know the parent-teacher associations, wherever they are. We greet each other as relatives, not merely as strangers, because almost 10 percent of our membership are teachers who belong to your Association, so we do have that relationship to each other.

Many people forget, or do not know, that our organization grew out of an educational background, that it was the thinkers in education at the end of the last century who realized that when they are teaching the whole child they must know his home environment. So we have our educational progenitors as well as our lay progenitors and we do come to you as relatives rather than as mere friends from the outside.

It was the growing recognition that effective education means the entire training of the child—24 hours a day, 365 days a year, and that home and community are as truly educators as the schools and should understand their role—which brought us into being and has kept us growing—growing in understanding of educational problems, growing in closer relationship with the educators of the country.

It is also our purpose to understand educational philosophy and educational needs on the local, state, and national levels and to help create intelligent public opinion concerning these needs. Both of us realize that we are entering a period when, more than ever, it is necessary that there be the fullest understanding of the functions and purposes of our public schools; that there be a determination to preserve and improve them. We both know that there are many difficulties facing education, and we must use and extend the existing channels for better understanding. We know that lip serv-

ice to the idea of cooperation between the schools and the public is no longer sufficient; we must somehow learn to do the harder task—that of working together as true partners, each with his own specific contribution to a joint enterprise. Neither partner can alone do all the planning and have the other merely accept the plans. If they are to meet current needs, the thinking and experience of both partners is absolutely essential.

No program of health, welfare, education, or anything else sponsored by the schools, can be truly effective unless parents cooperate intelligently. We are tremendously interested in, and appreciative of, the various current educational yearbooks which emphasize this point so vigorously, and we know they will lead to even closer cooperation between us.

It is always a great pleasure to greet teachers, especially the classroom teachers, because they come closer to the home than anyone else. Principals, superintendents, and supervisors have their place but it is a rather remote place to the average parent. However, the teacher is an important person in every home where there is a child, and mother takes her proper place when teacher is quoted; so we do want to know teachers, we are interested in teachers.

Whenever I talk to a group of parents on a subject such as "What do we want from our schools?" it is not long before the teacher is mentioned, and then we practically never go any farther. We ask so much of you and have such high ideals for you because of your influence on those dearest to us—our children. Then we try to be intelligent enough to go the next step and say that when we demand so much we must be willing to pay salary schedules that are somewhat adequate for service performed, and to place some safeguards around your positions.

At present parents, like teachers, are tremendously interested in defense plans. How could we be otherwise, with 1,500,000 young men from our homes already in service, and more millions to follow? But we also have younger children in our homes, and we think of their future, too. To us, as to all who work with children, the present needs must be met, but with the future in mind.

Defense means to us health and adequate nutrition; the character of our citizens; the conservation of human as well as material resources. It means better educational opportunities for all, rather than fewer educational opportunities; a better citizenship; a deep understanding and acceptance of the moral and spiritual values on which our way of life is based.

Whenever the nation has needed trained scientists, engineers, doctors, lawyers, mechanics, home economists, and all the rest, it has been to the educators we have turned to supply them. As parents we look upon the public schools as the very fountainhead of democracy, and we turn to you now. We are vitally concerned that our children not only have vocations but have practice in the ways of democracy. We want them taught definitely and positively the bases of our American philosophy of life. We want them to have reverence and respect for our institutions and the leaders who gave us our heritage; we want our children to have the armor of faith in this way of life. We want them to be prepared to resist the sly and subtle

attacks which come from every side. We want them to have such a deep and abiding faith that it cannot be disturbed by the half-truths of the propagandist. We believe that while "Believe—Obey—Fight" is now the slogan of a dictator who denies intellectual freedom to his people, it can be an equally good creed for free men. "Believe" means faith in our own way of life; we can "obey" our own minds and hearts; and we can once again, as in the past, "fight" to preserve the good we have, and to go on to greater good. We must look to our schools for leadership in this training.

Whenever the public understands the underlying philosophy of the public schools and knows the concrete and practical things needed to make ideals realities, there is the necessary moral and financial support. And may I add that we, the parents, can understand these things if you speak to us simply—or at least we should be able to, for we, the parents and the general public, are the endproducts of the school system in past years.

So may we always stand shoulder to shoulder, as part of the same army, even tho in different branches of the service, to accomplish those things we both desire for the children who belong to each of us.

BETTER OPPORTUNITIES FOR MINORITY GROUPS

MORDECAI W. JOHNSON, PRESIDENT, HOWARD UNIVERSITY, WASHINGTON, D. C.

For one hundred and fifty years democracy, wedded with science and technology, has dominated Western civilization, and it was gaining a rapid sway over the entire world. In recent months we have witnessed a profound revolt against democracy. We are now engaged in a great civil war within Western civilization to see whether democracy, against which this profound revolt has arisen, can survive. The question is whether the world shall be dominated by a group of nations under the leadership of a nationalistic state, organized from above downward and based upon the supremacy of a "superior race," or whether the world shall be dominated by a group of nations organized from below upward, based upon high regard for the human individual as such, regardless of race, and determined universally to set the individual free, to enhance and individuate his life.

European democracies have been defeated. The great British democracy has her back to the wall and is today depending heavily upon our resources and our support for her life. It is highly probable that the future of democracy in the world, for the next generation at least, rests heavily, if not decisively, upon the American people.

On the surface this question which we are now facing is a question of external warfare, but it would be an illusion to assume that it is a warfare only with powers which are fighting democracy from the outside; powers are also attacking her from within. They believe that they can demonstrate her incompetency to deal effectively with ordinary human progress; they believe that they can demonstrate a superior capability for handling ordinary human problems. It is not merely a fight either on the outside or on the inside, with economic and military resources, as important as they may be; it is a battle

in the region of morale. The question is going to be decided in the long run not merely by the nation that has the best army, air force, navy, natural and economic resources but by the nation which can beget and sustain the deepest and clearest conviction, the most profound inner cohesion, the superior energy of creativeness and the greatest moral prestige in the world. I have heard it said within government circles, and high circles indeed, within the last thirty days, that in the last analysis we are entering upon a great battle of morale. We are advancing into the fray in America as if to a holy cause, believing that we are prepared by history to be the constructively decisive factor. We are not only rejoicing in our own history and in our own accumulated powers, and feeling ourselves thoroly capable of taking care of ourselves and Britain, but we are saying to Holland, Denmark, France, the yellow people of China, the black people of Africa, and the brown people of India—"Hold the fort, we are coming. We stand for the one thing in this world which is most precious to you all. We stand for the sacred and inviolable worth of the individual, and we propose to see to it that a government based upon that conviction, using modern economic and political technics and resources, shall survive and shall advance in this world."

If we are going to win in this great struggle, which may turn out to be not a battle of arms for us but a long stretch of straining competition in the field of economics and morale for ten, twenty, or thirty years, we must measure our powers and fitnesses with candid realism. We must not go into this struggle relying upon words. We must have no illusions about ourselves, and we must look at ourselves as we are. We must have the courage to look at hard and ugly facts which may be pessimistic in their aspect to begin with, but which are necessary for us to grasp and feel, with all their pessimistic realism, if we are going to summon the vitality, power, and moral energy to do the work that we must do.

There is no field in this country in which it is more necessary for us to do this than in relation to the Negro minority. And I want to tell you frankly that if I were a visitor from Mars or some other happy country, and I could come here and look at the facts which prevail in this, the richest and most enlightened democracy in the world, with regard to the Negro, it would be hard for me to understand the optimism of our country from the point of view of morale, in relation to this struggle.

Let us take a look at some of these facts, as affecting the Negro child. First of all, the Negro child, in 1941, in the greatest democracy in the world, is without doubt a member of an economic caste, and his whole life is severely limited by that fact. Three million of the Negroes in the United States are still rooted as tenants on the one-crop cotton plantations characteristic of slave days. They are still digging at the same old cotton crop, with the same old plows and the same old hoes and the same old mules. They are still living in the same sort of houses, most of them unpainted, broken down on one side, looking as if they were kneeling in prayer, with no fences around them, sometimes no toilet except four pieces of corrugated iron stuck up, with no top, and a grass sack in front for a door! The total cash income

during a particular year, for hundreds of thousands of them, is about $92; and that $92 lies upon the palm of their hand like snow upon the dusty desert. It stays there for an hour or two, and then says, "Goodby, John, I'm going down to the company store to pay for the fat meat, corn bread, and molasses that you have been eating all winter."

There are hundreds of thousands of Negro families living today in this country in that kind of a home, eating fat meat, corn bread, and molasses for their sole diet, because in many of these plantations there is no place for gardens.

Two-thirds of all the Negroes that live in the South are still living upon and working around this one crop—cotton; and while some of them own their homes, most of them have not yet gotten hold of enough modern machinery and modern, intelligent understanding of soils and a grasp upon rotation of crops, to get their heads above the water of minimum independence. When they come to town, as thousands of them have done in the last few years, in order to make a livelihood, they find themselves at once confined, 85 percent of them, to the most menial domestic and unskilled occupations.

When Booker T. Washington was head of Tuskegee Institute, he encouraged Negroes to learn all manners of trades, because he said skilled occupations are open to everyone in the United States, and the man who has a prepared hand can find the way to make a good living. Do you know the Negro has found, within the last few years, that this is not so? All over the South, and all over the United States, the Negro has been gradually and deliberately excluded from such simple skilled occupations as carpentry, bricklaying, mechanics, and plumbing. In the last few weeks I was in Rochester, New York, where Frederick Douglas wrote *The North Star,* and where stands his statue, put up by the people of Rochester in the decade from 1860 to 1870. I found that the chamber of commerce had apparently agreed that no Negroes would be allowed to come into that city to work in industrial plants. And the university there, with a $50,000,000 endowment, had concluded that it would exclude Negroes from its medical school and other divisions of the university.

The other day, in Washington, D. C., I went to a public building operated by the government of the United States, covering an entire city block. I walked it from top to bottom and I found only one Negro—he was a messenger. You can go into many of those buildings in Washington today and walk thru one after another, and except for one or two places, you will seldom find Negroes anywhere except as messengers and elevator operators. There are only a handful of Negroes in the entire public service of the United States above the positions of janitors, messengers, and elevator operators.

In Baltimore, Maryland, we found a firm manufacturing airplanes for the government, with a $340,000,000 order from the federal government, which had refused, over a period of months, to use any Negro employees whatsoever, and which was making an application to the federal government to import white laborers.

So difficult did the situation become a few days ago, that Negroes, desperate beyond calculation, sent messages all over the country saying: "Let us go down to Washington and march, from fifty to one hundred thousand of us. Our fellow countrymen don't know what we are suffering. Let us march down and let the people see us out of jobs, out of work. In the very moment when the national government is crying aloud to God and the world about how it believes in the sacredness of individual human rights, and is spending billions of dollars for national defense, speeding up all the industries of the country, we Negroes cannot even get a job in defense industries."

Take a look at the field of education. The great danger of public education, and all educators realize it, is that governments will use public education to create and maintain classes and castes. The Negro in America is a part of an educational caste. I can point it out to you quickly. The per capita expenditure in the United States for elementary and secondary education runs around $75. In states like Massachusetts and New York it runs up to about $86. In the ten southern states, where the majority of Negroes live, all schools for Negroes are segregated. In these schools the average per capita expenditure for the Negro child is $13.

That average is a misleading figure to look at. If you get right down to the truth and look at those six or seven states in which nearly two-thirds of the Negroes go to school, you will find that the average per capita expenditure for the Negro child is $6.61 in Georgia, $6.75 in Mississippi, $7.64 in South Carolina, $8.75 in Alabama, and $8.26 in Arkansas. In the year 1941 this is what we are spending on 1,125,000 Negro children in the six or seven states in which nearly two-thirds of the Negro children go to school—about $7.50 a child, as against $75 for the nation, and $86 to $100 in the most advanced states.

Around one million Negro children up to the age of nineteen do not go to school at all, in spite of the fact that the law says they must go to school. In four hundred counties there are no high-school facilities at all, and in two hundred other counties there are no four-year high schools.

When a Negro child does go to school, what kind of a teacher does he meet? In five states in which over one million Negro children are going to school, the average teacher's salary for Negroes is as follows: in the state of Georgia it is $282 a year, in Mississippi, $247; in South Carolina, $302; in Alabama, $328; and in Arkansas, $316. What kind of a teacher can any one be under those circumstances? Is it any strange thing to discover that nearly one-half of these teachers have had only four years of high-school training or less, and that only a handful of them have ever seen the fourth year of a college, and in some of those states, only one out of 100 has ever been to graduate school?

In all that entire area the per capita expenditure on Negro school buildings is $36 a child. I drove thru three states recently, looking at those buildings. Some of them looked as if an architect had never been born in that area. They were put together any old way the carpenter saw fit, and no paint has ever been on them. Most of the window lights are broken and

the steps are gone. Even tho the Rosenwald Fund spent $22,000,000 for Negro schools in this area in the last few years, it is still true that only $68,000,000 have been spent on all the schools for all the Negroes in this area, including the $22,000,000 from the Rosenwald Fund, while the total expenditure for schools for white children in that area is $800,000,000.

Do you wonder that the Negro child gets discouraged when he goes to school? What happens to him? Fifty-five out of every 100 drop out before they reach the fifth grade; 74 out of every 100 drop out before they finish the elementary school; 86 out of every 100 drop out before they reach high school; only five out of every 100 ever complete four years of high school; and only one out of 300 ever sees the inside of a college.

It is obvious that the Negro child is a part of an intellectual caste, operated and enforced by the government itself—I wish I could say only the state governments, but the federal government itself cooperates and its own funds are used substantially in this same way.

The Negro child is a member of a political caste which is unable to get its hand on any of the instrumentalities whereby it could change these economic or educational conditions. In the entire area that I am speaking of there is only a handful of Negro voters, and every device known to the skilful mind has been conceived and put into use to keep them from coming to the polls.

There was a time in my life when I thought that these things affected the Negro only, but that is not true. They affect the white people as well. The conditions which we have maintained to have a good docile group of human beings to raise cotton have not only kept 3,000,000 Negroes down in the rut of tenantry, but now have drawn 5,500,000 "poor white" people down into the same condition and have weakened the economic structure of the entire South. The consequence is that over this entire southern area of which I am speaking, the average per capita income of the human individual is only $314, one-half the per capita income of this nation.

What we are looking at is something that is hurting not only the Negro but is hurting one-fourth of this nation directly. Thirty-six million human beings, white and black, are being dragged down economically to a level of life which is but one-half the economic level of the whole nation, because we have not yet had, in democracy, the vision, the courage, and the ingenuity to overcome the down-dragging descent of the slave system upon us.

I have pointed out that the average per capita expenditure on the Negro child is $13 in ten southern states; but in those same states, the average expenditure per capita on the white child is only $37.87.

The economic conditions which we have maintained for seventy-five years as a result of the slave system have deprived the South of the economic power to support a highly efficient educational system, even for white children. If you look at the tax income from the average southern state you will find that its taxes are just as heavy in proportion as the most advanced states of this Union; but when they have taxed themselves to the utmost, the best that ten of them can do for white children is $37.87.

Let us look at the political system. I have pointed out to you that the Negro in the South is a part of a political caste, but did it ever occur to you that the same measures which have produced political castedom for the Negro boy and girl have produced it for the white boy and girl, too? In the election of 1936, when the most popular President ever put up by the Democratic Party ran for re-election, the total turnout at the polls in all these states that I am speaking of, white and black, was less than 25 percent of the population.

Search in your minds and tell me whether you can remember any candidate for the Presidency of the United States in the last twenty-five years going down into Mississippi or Alabama to tell the white boys down there why they should vote for him? They have not done it. Why? Because they know it is not necessary; the political system is such that this boy or that either voted for him or against him before he was born, and he has no way of changing it now. There is no such thing as a free and open public discussion of political issues in these states; there is no two-party system.

The truth is that in this entire area, covering 36,000,000 of the population of the United States, democracy has never come into existence, altho this nation is over three hundred years old.

We are going into the greatest struggle that democracy has ever entered since she was born, with one-fourth of the population of our nation never having experienced the democratic system; whether they are white or black, they do not know anything about it. They have never had a democratic victory. They have been ruled over by a limited political oligarchy of one-party power for over three hundred years after the founding of this nation. This political oligarchy rests upon the consent of less than 25 percent of the southern people.

I am not here tonight to make any indictment of the southern people. There may be some people in the South who will say: "What you see is what ought to be. The Negroes ought to be an economic caste, ought to be an educational caste, ought to be a political caste." I think there are many people who say that but do not mean it. They are just trying to justify what exists and what they believe they cannot change.

What we are looking at is a disease in the most vital part of the life of this nation, a disease descended upon us from the slave system, which we have not had the political courage or the economic and intellectual strength to overcome; and here, in the most critical period of our history, once more it rises up like a gigantic cyclops with an ax in his hand, threatening to kill democracy within herself while she is fighting with all her life against the strongest possible enemies on the outside.

Why have I said these things to you? Of course I am speaking on behalf of my people. I want them to be free! As a people they are more discouraged than they have ever been since they were emancipated from slavery. They would not betray this nation. They would not undermine her economic life or betray her military secrets, but it is too much to ask a man to die when he can find no work to do, when his children are crowded into ghettos and not fed, either physically or intellectually, when

they are barred from democratic institutions, when at the very moment when we are getting ready to go to battle we will not hire him in defense industries. Under those circumstances, a man can be forgiven if he has weak knees and hung-down hands, and, when he wants to cry out, "Glory be to God for my country," his voice dies in his throat and he has nothing to say. This is happening to what has been the most enthusiastic and loyal group of citizens. In every previous war this country has fought, Negroes have not only fought and died but they have sung while they have died; they have sung in prophetic devotion to a country that intended some day to make them free. But how can a man keep on singing in a strange land, where men declare holy things for themselves and their children and take them away from a man's own children before his own eyes?

It is not only the morale of the Negro people that is hurt. Think of the 24 to 30 million white people in the southern states. What do you suppose democracy means to them when the word "democracy" represents the sacred rights of the individual and they have never been free to ascertain that? Three-fourths of the population of this nation have left them alone with a most staggering problem and said, "You handle the slaves; you take care of the results of this system." Do you realize that in the past seventy-five years the most that the North, East, and West have done to settle this problem is to send a little benevolent philanthropy and a few missionary teachers?

When you come to look at it, in reality the South ended up with having all the slaves, but it did not start out having all of them. This whole nation entered into the establishment of slavery; this whole nation endured the slave system; this whole nation recognized the slave system in the Constitution, and if God be just, the time has come when this whole nation must rejoin the South in a new and holy crusade to use all the wisdom, all the intellectual energy, all the economic and technical resources of this nation to wipe out the results of this system before it is too late.

I was thinking about Hitler the other day. What do you suppose he is going to do about all this when he gets ready to put his eye on our relationship with South America? Now we have a great program to bring all the Americas together and bind them in one fellowship. There are many Negroes and Indians in Mexico, Brazil, and all the South and Central American countries. Those people are suspicious toward us now; they do not halfway believe we mean what we say. How can they believe that we mean what we say when they see the way we are treating the helpless minority of 10,000,000 people, the Negroes of America? Do you think Hitler will not raise that question with Mexico and Nicaragua? Has he not raised it with Panama? Will he not raise it with Brazil and Chile and Argentina? The propaganda is already prepared. He only awaits the time to put it on the machine; and he will laugh us to scorn up and down the shores of the Americas and question our integrity, sincerity, and competence by pointing to facts like these.

I want to make a few suggestions. First, I would like to make one to the teachers in the South who are here. I want to point to two states

in the South which have done a thing that shines with the beauty of the spirit—the states of Oklahoma and Missouri. In order to try to do justice to the Negro in education, they have put up a greater per capita expenditure for Negro children than for white. That does not mean merely the equalization of funds; it means a vast contribution to the morale of human relations in those two states.

I want to say to the teachers of all America that the time has come when we must no longer leave the South by itself, struggling with this problem. The time has come when all the states of this Union must make an educational program for helping the South out of the destructive effects of slavery and we must now put thru the Congress of the United States a federal measure to bring financial assistance to the southern states in building up a first-class school system for its people. It is short-sighted, visionary, illusionary, and suicidal for the rest of this nation long to delay such a program.

Finally, if we believe in democracy, I want to pray tonight that in your schoolrooms you not only appreciate the high value of the human individual as such but appreciate the sacred and inviolable rights of the human individuals in this country whose personalities may be manifested in black faces. Make it possible for the Negro children who come in contact with the children that you teach to have the respect and consideration and goodwill of their fellow students. Look around at the industries in your towns and see those that do not employ Negroes. Use your utmost influence to see that some black people have a chance to work there; and if, among the few Negroes that you know, there are some who have skills as individuals, which would ordinarily guarantee to them an open career to the top, take it upon yourselves to see that those individuals get a chance.

Let us not allow the system of doing things which has grown up out of the slave system in the most disadvantaged states of the Union to come to prevail in these states which have had three hundred years of uninterrupted intellectual and economic progress. One great tragedy in America is that segregation of, and condescension toward, the Negro are taking place by leaps and bounds in New York, Illinois, Massachusetts, and other states which have had three hundred years of uninterrupted political, economic, and intellectual progress. That is a fundamental betrayal of the most healthy tradition of democracy.

I plead with you who are in the North, the East, and the West, in your schools, industries, churches, and political and public life, do what you can this year to see to it that the Negro is respected and has a chance as a human being. If we do that, and if we rally the national government, thru our suffrage, to a constructive educational program, and if we rally the economic leaders of our country to adopt a program of infiltrating the South with new and vital industries, inside ten years we can change this most pessimistic aspect of our life into one of the most hopeful and prestige-producing aspects of all our American existence.

God must have seen what enormous resources we were going to have

in this country, and lest we should go to dryrot, he put among us ten millions of the most disadvantaged and undeveloped human beings in the world and made it impossible for us to succeed according to any fundamental ideal if we do not carry these people with us. We have them here—they constitute one-tenth of our population; if they would all become violent tomorrow morning they could not make a dent on our national life; but we have them here, with the greatest natural resources, the greatest economic resources, the greatest scientific and technical resources to be found in any nation in the world. If 110,000,000 white people, with all these vast resources and with their fundamental democratic and Christian convictions, cannot make these ten million Negroes stand up erect and respect themselves and grow into freedom and sustained individuality in this country, it cannot be done anywhere in the world. If we do it here, we will have created the most inspiring precedent in human history, and we will have commended ourselves to the confidence of all the darker peoples, smaller nations, and minority peoples in the world.

BETTER EDUCATIONAL OPPORTUNITIES FOR ALL AMERICA'S YOUTH

THE HONORABLE LISTER HILL, UNITED STATES SENATOR FROM ALABAMA

As the youth of today views the world with its contradictions and its confusion and looks for light for his guidance or seeks to attune his ear to the voice of reason and finds answer only in the babel of tongues that this day resounds in America, he must feel as did Matthew Arnold when he spoke of the age in which he lived as groping between two worlds—the one gone forever and the other powerless to be born.

In the days before the present emergency, we were the greatest and richest nation in all the world. We had a higher standard of living for our workers; we had more children in free schools regardless of race, creed, or color. We had the best scientists, chemists, engineers, doctors, and teachers in the world.

We had the finest transportation system in the air, on the land, and on the water, with a quarter of a million miles of railroads and three million miles of paved highways. We had more automobiles than all the other nations of the earth combined. Every fifth person in our land owned an automobile, every seventh had a telephone, and every fifth possessed a radio. We had more newspapers than the other twenty nations of the hemisphere put together. Our great cities reared their walls like the fabled cities of the giants. We had bounteous crops and bursting granaries. We still had vast forests and untouched minerals and wonderful natural wealth in our soils and hills and streams, capable of being transformed into all those things that please and prosper humankind. Our art had cast off European self-consciousness and obsequity to Old World forms, and from the genius of our artists there was emerging a graphic art and design of our own while our music was contributing to the gladness of the world.

We are today the only first-class nation in the world "living as free

men and free women, able to worship at our own altars, speak our own faith, and walk erect."

And yet in the days before the emergency with its great tempo of production and the opportunity it presented for employment, we had nine million men unemployed, walking the streets and tramping the highways searching for jobs. A third of our population, 45,000,000 people, received too little to feed or clothe or house themselves at a decent level, too little to protect themselves against disease, starvation, and a life of poverty. Questions were being asked: Why is it possible that there is a surplus of food products in one part of the country while hundreds of thousands of people are on the verge of starvation in another part? Why are all sorts and kinds of things being produced without any means of getting them into the hands of those who need them most?

We saw the squalor in the slums and tenements of our cities, the tumbledown shacks in the cotton belt with its poverty and its exploitation, and the Joads roaming the wasted lands of the West. Nearly half the 32,000,000 farm people of our country lived in tenancy, sharecropping, or by day-to-day labor with no land of their own, the masters of not a single acre and with little or no encouragement to save the soil or make better homes for themselves and their families. We saw the deep gullies and the wash of the rich top soil where the waters had poured down the hillsides in the wake of the lumberjack. We saw our rivers running red to the sea with the soil's rich, red blood while woodlands of millions of acres had been depleted. We had wasted, we had exploited—we had forgotten the golden heritage in wild pursuit of the golden dollar. We witnessed the most appalling differences in educational opportunity both among and within the states, differences due to no lack of effort on the part of the states but due to economic conditions beyond the power of the states to control; differences in wealth, income, taxpaying ability, absentee ownership of resources and industries; and differences in the number of children in proportion to adults.

Eight years ago, stunned and frightened by the depression, we awoke from a dream in which we had been chasing the rainbow of pseudo-prosperity and realized that we had passed into a new era; that the old frontier, the land frontier of the United States, was gone and that we could no longer solve depression by shipping the unemployed West. Men were hungry but the good earth that had fed mankind from the very beginning was still here, needing only man's initiative, imagination, and energy to plan, plant, and reap. Bread for thousands of hungry mouths was here and all that was needed was a way to distribute it, a way to cause it to flow from the farm to the factory and from the factory to the pantries of the people. This was the awakening in our times.

We proclaimed the continuous responsibility of government for human welfare. We set about to repair the damages and ravages of past generations. We launched a great program of conservation of forest, soil, water, and human beings. We set aside 175,000,000 acres of beautiful forest land—enough to cover all of France—for the use of our children and our children's children. We began to restore our land; to rebuild mother earth and to

preserve it for those yet unborn, to eliminate farm tenancy and to carry the benefits and blessings of electricity to the farm home, to give agriculture parity with industry.

We built and rebuilt countless schoolhouses and in some instances even paid school teachers with federal funds. We multiplied manyfold the funds for vocational education. With CCC and NYA we provided educational benefits for disadvantaged youths. We cleared slums, lifted mortgages, increased per capita income, restored people, in case after case removed the hand of greed and ruthless exploitation, won immortal victories for the economic rights of man, elevated the worth and the dignity of the individual, and gave to the people a better day and a new hope.

But the youth of today must realize that the job has only begun. The great work with the elimination of its errors and its omissions must go on. The youth of today must realize that with the homesteading of the last of the old frontier and with the advent and marvelous development of the machine, the question is not how to compete with each other for enough of this world's goods but to learn how to live with each other in abundance. Unhappiness and need are the natural forerunners of revolution. Men who are out of jobs, men whose families are in want cannot be expected to view with satisfaction the institutions under which they live.

Wise men from Benjamin Franklin to Andrew Carnegie preached that if the individuals in a nation practiced thrift and hard work all would be well. The doctrine may have been right in an economy of scarcity but in an economy of abundance other duties and other qualities are demanded. The youth of today must learn how to obey economic traffic lights and drive great social machines on the right-hand side of the road.

Our fathers who builded our nation were concerned primarily with political freedom. Our concern must be for both political freedom and economic freedom—freedom from starvation, freedom from want, freedom from fear, freedom to enjoy the fruits of one's own honest labors. America's young men and young women must write the future guarantees for economic freedom just as the writers of the Declaration of Independence and the authors of the Constitution wrote thru thought and action the guarantees of the political liberties which they left as our heritage.

The youth of today must hold fast to the sacredness of the individual because on the individual as a cornerstone all American life, all American civilization, and all American success has been built, but at the same time he must realize that the great struggle is on the new frontiers of economic justice. He must realize that the keynote of the new frontiers must be cooperation thru the democratic process even as that of the old frontiers was individualistic competition. He must think more in terms of social invention and less in terms of mechanical invention, more in terms of security, peace, and the good life for all. He must open the doors that common men thruout the land may enter into their inheritance.

That the youth of today may do these things so necessary to the life of our country and to the maintenance of our free institutions, he must be given the best possible training and education. Educational opportunities

thruout the land must be equalized by raising all educational standards to the best. This can be done only thru the resources and power of the federal government. I make bold to say that it is the solemn responsibility and the compelling duty of the federal government to do this. In the tortuous and complex civilization in which we live, a nation cannot maintain its democratic way of life if its people be ignorant. And in this day of gigantic military machines in the air, on land, and on water, made possible by the use of modern technology, a nation is not safe if it be not economically strong and if its people be not educated in terms of literacy, and vocational and professional skill.

We enacted the Selective Service Act to prepare our youth to serve the nation, if need be, in time of war. We should pass the federal aid for education bill as the handmaiden to that Act to prepare our youth to serve the nation both in time of war and of peace.

The youth of today must recognize that we live in a changing world, that change is the law of life and that today's problems cannot be solved with yesterday's solutions. He must dare break with the past. Because we live in an era of tremendous acceleration we can no longer trust to the evolution of future decades to meet new problems. The youth of today must be on the way, for where there is no vision the people perish.

And yet whatever threat there may be at home to our ordered liberty and our free institutions, there is an immediate and far greater danger to our freedom from dark and sinister forces from without. A plague has come upon the world. It has spread over the whole continent of Europe. It threatens to overwhelm the British Isles. We know from the sad experience of history that plagues spread from East to West until they finally encircle the world. The plague of which I speak is a strange one—a new and terrible scourge. It attacks both the mind and the body of its victims. It throws their minds into confusion and drives their bodies into slavery. The plague which threatens us was incubated in the mind of one man, Adolf Hitler. The sinister power of that one man has spread death and destruction, pain and misery, indescribable hunger and wretchedness to over one hundred million people in Europe. One must be blind indeed who cannot see the tragedy of a continent and recognize the danger to this continent.

For seven years Adolf Hitler was making ready for war, openly and arrogantly, even contemptuously, while the prospective victims of that preparation gave it insufficient heed. The democracies of the world and the free people of Europe never grasped the terrible meaning of that tireless preparation. They were all too tardy in their counter-preparation, all too short of vision to combine their strength while they were yet free peoples that they might continue free.

The path of destiny was clear for all the people of Europe to see and they glimpsed it dimly or not at all. They did not heed the rumblings of the storm. Those rumblings now come to us. Shall we heed them while there still is time or shall we disregard them and suffer by default the destruction of all that we cherish?

Adolf Hitler announced his whole plan. He asks: "Can a dynamic revolution stop at a sharing of the world? Must not the struggle continue until the final world dominion of a single nation? At the back of Germany's continental empire stands the will of absolute dominion of the world, the technical means of which are no longer lacking as hitherto." Could there be better evidence of Hitler's determination to carry out his plan for world dominion than his attack on Russia? If this attack be successful Hitler will have the oil, wheat, and the vast resources which he needs for the success of his plan.

Adolf Hitler speaks of the United States as a decadent democracy and predicts our early destruction. He arrogantly warns the countries of South America that he will hold them to a strict accounting, remembering those who are for him and those who are against him.

All the trade routes of the world, all the sea lanes, all the separate centers of production, agricultural and industrial, Hitler would weave into one web with Berlin the center and the control. If Britain should go down, Adolf Hitler and the Japanese imperialists would dominate all of Europe, Africa, Asia, and Australia. The trade of the United States would be so reduced that it would force a disastrous reduction in the standard of living of our people. Regimentation and more regimentation of our economic and national life would be necessary to the end that the liberties of our people would be more and more shorn from them.

With Hitler commanding a navy greatly superior to our own, with him possessing a capacity for shipbuilding seven times our own, the burden of armament that our people would have to bear would be staggering indeed. All America would be an armed camp. The United States would find itself within the jaws of a gigantic pincers movement—one jaw in Japan and the other jaw in world-conquering Germany with South America the handle thru which the pressure would be applied to us.

With South America almost entirely dependent upon Europe for the sale of its export products, its vast agricultural surpluses, Hitler would move into South America economically, politically, and militarily. The United States would stand alone, isolated, without trade, commerce, and friends. She would be an island surrounded by a cordon of economic and military pressure, and Hitler has declared that there are no longer any islands.

One barrier stands between the United States and Hitler. That barrier is the strength of England, the might of the British Empire. Adolf Hitler has resolved that democracies shall perish from the earth. England fights today for the right of democracy to exist in a world in which Hitler lives, their democracy and our democracy. We did not invite this battle of warring ideals, but it is ours. We cannot escape it. We must face it. And facing it we must be worthy of the freedom we enjoy. As England is our barrier, we must give her our strength. We must give freely, greatly, with great heart and courage. If there is a risk involved, we must take it.

How foolish it would be for the people of the United States to turn all their strength to forging weapons of war if after forging them we hauled

them to the seaboard and dumped them into the sea. The only weapon of any value is the weapon at hand. We must forge and we must deliver. We must do all that may be necessary to get our help to England. We must give help to all nations and all peoples that struggle in the common cause of destroying the Hitler scourge. We must do all that may be necessary to protect and to safeguard the vital interest of the United States—*wherever that interest may be,* whether it be here at home, in South America, in some island in the sea, or in some place once distant but which now, due to the conquest of distance by the airplane, has become an outpost of the liberty and the civilization which we enjoy and which we would preserve.

Fear has not guided our past and fear will not control our future. Halfway or halfhearted measures are useless. The democracies of Europe held back while there was time, and they perished. If we hold back because there is danger, if we go only halfway in our efforts we shall be as foolish as they. To do less than enough is just as bad as to do nothing at all. It is to be unworthy of the great heritage which is ours and to be unfit to be the heirs of the men who fought and founded our government and transmitted to us the blessings of liberty.

And when this plague that sweeps the earth, this menace that is Adolf Hitler, has been destroyed, the youth of today must see that our country plays its part in building a world which shall be immune to a return of such a plague. We failed to meet our responsibility at the close of the First World War. For ourselves and for our children, we must not fail again. We thought that we could isolate ourselves from the rest of the world. We did not realize that altho we might isolate, we could not insulate—that the fire in its fury would sweep to us. This hour the flame of Hitlerism is scorchingly close.

We must build a world on the ideal of live and let live, in which economic justice shall prevail and every nation shall have access to the raw materials and resources necessary to a sound economy for that nation to the end that there may be no seedbeds for aggression. We must set up an international order strong enough to impose stringent limitation of armaments and strong enough to prevent the rise of aggressor nations. We must help blaze the trails for new pathways for human rights, human progress, and human welfare in every land and in every clime.

As Vicepresident Wallace said in a recent address to the Foreign Policy Association:

> A generation ago the United States missed her first big chance to serve the world in a big way because of a naive belief in such catchwords as "isolation" and "normalcy." Our second chance is now with us. There are those who will wish to make the same mistakes again. There are none so blind as those who will not see.
>
> God grant that we may now have the wisdom to write Democracy's New Testament in a Bill of Duties, a Testament which in no way will deny the Old Testament with its Declaration of Independence, its Constitution, its Bill of Rights, and its Gettysburg speech. The New Testament of Democracy will fulfil, not deny, the Old. But to fulfil there must be a sense of interdependence as well as of independence, a sense of duties as well as of rights, a feeling of responsibility commensurate with our power.

Let us teach our young people, before it is too late, that there can be no true and lasting peace; that there can be no real and lasting state of security and prosperity on the face of the earth until the peoples of the earth understand one another. And the world's greatest nation must lead in this program of human understanding. Our young people should be taught the importance of learning the problems and aspirations, the needs and the grievances of peoples everywhere.

We are woefully ignorant about our South American neighbors. The youth of North America should learn to know and understand the people of South America. The future welfare of the American continents, the future of democracy itself, may hinge upon how well the two Americas learn to know each other. And the first move is up to the people of the United States.

As the youth of today face the challenging problems of our country and the world's great tragedy, let us encourage and inspire them to hold fast to their ideals. Let us stimulate them and help them to cherish their faith, for it is faith that subdues the kingdoms and removes the mountains. Goethe did well when he defined the Devil as the spirit that denies and showed him as an urbane gentleman of the world who in the most charming manner cast doubt on everything that savored of faith or virtue or honor.

Bishop McConnell tells us that when he was a boy he used to look with awe at the pictures of prehistoric monsters, the dinosaur, the ichthyosaurus, the mammoth. He wondered how in the world this earth ever got rid of such monsters. They seemed so gigantic, so cruel, so overpowering that he wondered how they ever could have been exterminated. Then as he grew older he learned that they never were exterminated or killed off by direct assault. The climate changed and they died.

The men who founded our government thru their faith changed the thinking of men and women and brought into being "this nation, conceived in liberty and dedicated to the proposition that all men are created equal."

If the youth of today will but keep their faith and hold fast to the principles in which America had her birth and by which America has become the mightiest nation in all the world's history, they will be able to change the thinking of men and women. Long ago it was said of Christ by someone who saw Him dimly in the distant future, "This Man will be our peace." It is for the youth of today to claim the promise in His words; it is for them to grasp His message when He declared, "I am come that ye might have life and have it more abundantly."

Dreams are they? But ye cannot stay them,
Or thrust the dawn back for one hour!
Truth, love and justice, if ye slay them
Return with more than earthly power.
Strive if ye will to seal the fountains that send the
spring through leaf and spray,
Drive back the sun from the Eastern Mountains,
Then bid this mightier movement stay.

As the youth of today go forth to meet the great challenge, the challenge of life's great adventure, the challenge for service, the challenge for leadership, the challenge for God and Country, I have faith to believe that they will not meet it in the wailing and cowardly complaint of Hamlet, "The time is out of joint. O cursed spite, that ever I was born to set it right," but rather that they will meet that challenge in the ringing words of Rupert Brooke, the Christian crusader who gave his life in the Mediterranean campaign in the First World War, "Now, God, be thanked, who has matched us with His hour."

FOURTH GENERAL SESSION

THE UNITED STATES DEFENSE SAVINGS BONDS PROGRAM

ORVILLE S. POLAND, REPRESENTING THE SECRETARY OF THE TREASURY OF THE UNITED STATES

It is my privilege to come before you, bringing the greetings of the Treasury Department and the Secretary of the Treasury, the Honorable Henry Morgenthau, Jr. These greetings have a special significance because of the opportunity educators have to make the defense effort, especially financing defense, truly democratic.

I know you must be tired of hearing folks outside the field of education tell you how important you are in the fields of recreation, health, citizenship, art, or whatever the speaker is talking about. But in the matter of which I speak to you, the obligation is of your own recognition and the commitment of your own making.

I have been reading, in coming here tonight, the Code of Ethics which has been submitted for adoption. I assume it has been adopted by this body. You have declared that the promotion of the democratic way of life is a fundamental obligation of the teaching profession. Your whole program centers about it. The first words of the Code of Ethics for Teachers declare:

> Believing that true democracy can best be achieved by a process of free public education made available to all the children of all the people; that the teachers in the United States have a large and inescapable responsibility in fashioning the ideals of children and youth. . . . It is the obligation of every teacher to inculcate in his pupils an appreciation of the principles of democracy. He should direct full and free discussion of appropriate controversial issues with the expectation that comparisons, contrasts, and interpretations will lead to an understanding, appreciation, acceptance, and practice of the principles of democracy.

The purpose of the Savings Bonds Program is to arm democracy. You all know that. You may not know that the program for the purchase of defense bonds has been built around the idea of making and keeping the sales campaign itself democratic. In the words of your Code of Ethics, this is a campaign of understanding, appreciation, acceptance, and practice—a campaign of education. There is no quota, no high pressure, no over-the-

top. There must be information to support understanding, kindle appreciation, and stimulate practice. Much of this job of education lies within the field of the teachers, certainly for the age groups which are their especial care and, thru the young people of these age groups, the parents. This does not mean bullying children to buy stamps. It does not mean casting the shadow of social obloquy upon the youngster who cannot afford to buy a stamp.

It does mean the creation of a sound basis of understanding. To help accomplish this, the Treasury Department is now working on a plan in conjunction with the National Education Association and the U. S. Office of Education. We plan to make available at various levels of scholastic attainment well-written, authentic material in text and syllabus form, covering, first, the broad question of what we defend and, second, the special question of how we finance our government and the defense program. The utilization of this material rests in the hands of the teaching profession and is a part, to quote again, of the "obligation of every teacher to inculcate the principles of democracy."

A few days ago I stood on this same platform making a speech. Something I said at that time will, I think, bear repeating here. "This war," as Archibald McLeish said, "is not a war between European powers which *want* conflicting things but a war between human beings who *believe* conflicting things. It is a war waged under the Crooked Cross, with the fanaticism of the Saracen under the Crescent, to enslave or put to the sword all who believe in a way of life where men can think and pray and talk and act in accordance with the inner urge—all who believe in democracy as a way of life.

"For democracy consists not in the things of life but in the way of life. It can neither be served nor saved by drooling for the fat of the land of the Pharaohs. In this way of life we cannot stand content in the expectation that we can some day ride the crest of a sun-flecked wave of the future. Unless we resist, and resist now, the alien beliefs of those who hate the democratic way of life, we shall be sucked down in the fetid morass of the present, and no ripple will mark the spot of our last loyalty.

"A totalitarian state can coerce support by executive order, for there the state is everything and men and women are fashioned and used in the same impersonal way that a mason uses bricks and mortar or are spent as a gunner spends shells. In a democracy we have understanding, and understanding begets sympathy, sympathy—assent, assent—agreement, and agreement—action."

This is a historic night. In a few minutes the Liberty Bell which has hung for years in tongueless silence will ring again. It will proclaim our determination to support democracy as a way of life. I know that somewhere in the overtones of that note there will be registered the willingness and desire of the teachers of America to instil the understanding which in democracy must underlie all our loyalties.

WHAT TEACHERS SHOULD KNOW ABOUT THE CAUSES OF DELINQUENCY

MIRIAM VAN WATERS, SUPERINTENDENT, REFORMATORY FOR WOMEN, FRAMINGHAM, MASS.

We are used to getting, in these world-changing times, bulletins from the field. That is about all we listen to—bulletins, and then commentators on the bulletins. However, what I can tell you is from a different kind of battleground, for the control of juvenile delinquency is a battle, a thirty-year war, if you like.

Do you know that the United States is known all over the world for the purity of concept of juvenile court procedure, and for its principles, written into social action, which have the power to save the child, and all legal proceedings are in the interest of child welfare? We have, thru one reason or another, warped that original idea of the juvenile court. We have lost one precious instrumentality in our dealing with the study and the treatment of juvenile delinquency because we have not safeguarded this instrumentality of the juvenile court. We have allowed it to become like the adult court, and we have turned it over too many times to politicians, to a mechanized dealing with it, and to a lack of community interest.

Be that as it may, we are engaged in a battle, not against individuals, but in a battle of ideas; a battle which wants to present to teachers particularly a fresh view on juvenile delinquents and some of their capacities and some of the reasons whereby they, as my delinquent women say, "get that way!"

"Crime" is a short and ugly word for a long series of neglects. Every criminal was once, of course, a school child whose real needs were neglected by home or school or church or employer. We neglect childhood when we fail to give youth responsibility and when we fail to make sufficient demands upon them. But what should you teachers know in the way of facts about juvenile delinquency? You should know basically the facts of child welfare; you should know the lessons of the various White House Conferences, and the reports of the American Youth Commission. In the United States there are some 36,000,000 children under sixteen years of age. About 5,000,000, of these are between the ages of sixteen and seventeen, mostly without guidance. There are about 2,000,000 babies born each year, so that gives us a chance to catch up.

There are 250,000 children under sixteen who must live away from their homes, either in institutions or in foster homes. About 200,000 each year appear before our juvenile courts, and 28,000, according to the last census report, are in juvenile correctional institutions. There are about 400,000 crippled children, about 360,000 mentally deficient children, and 70,000 are illegitimately born.

Cheney Jones of Massachusetts calls on us, thru the White House Conferences, to enlarge our views on child welfare. What is our responsibility

to every child who lacks food and home, constructive school training for life and work, and wholesome social group membership?

Probably in the causation of delinquency, to use a clumsy term, the factor of adjustment to school is of primary importance. How many do not make that adjustment?

What is the volume of crime in the United States? There are 167 penal institutions of "higher learning" in the United States, that is, long-term offenders are sent there. Twenty-seven of these are for women, and a total of twenty-nine of the group are federal institutions. Altogether, they house, of convicted persons, 152,741 prisoners. Only 5366 women in the whole United States are in adult state or federal penal institutions! The average age of the men, of which there are 147,375, is 26.7 years, and the average age of the women is 28.9.

However, there are six hundred children under sixteen years of age in the United States serving sentences in these adult penal institutions. Surely that is a grave situation in our democracy. A reformatory, a penal institution, can be the guardian of the nation's moral health in much the same way that a mental hospital can be the guardian of its mental health, because a penal institution can point out lessons which, if interpreted correctly, can be used as one would use tenets and principles laid down by a scientist or a guardian of health for community education. The facilities of study, the diagnosis that can be made of cases, the research that can go on in these penal institutions of causes of delinquency, and finally, the release procedure itself, which puts a kind of test upon the efficiency of one's methods—an out-patient clinic, if you like—when almost all adult offenders are sent back into the community and there put to work and allowed to test out what they have learned in the institution—the community contacts, then, which adhere in a penal institution, the intake, the outgo, teach those who are truly aware lessons that can be of service to the entire community. It is something of that sort that I wanted to briefly indicate to you tonight.

They come to prison and we put them to work and to play and to school and to social club life, to the factory and the farm, to domestic economy—they come from forty-eight state systems of education, and as we go over their case histories, as we unwind these human lives backwards, so to speak, we discover certain truths which enable us to make a program to put them back on their feet. If this can be done at twenty-four or forty-four or sixty-four, or at any age from seventeen to seventy, why cannot it be done in schools at nine or fourteen years of age?

I said that we knew something about causes of delinquency from diagnosis, and you will hear a great deal about preventative work. "Go into the schools," they say, "and look around you. Look in your classroom and there you are going to find the next crop of delinquents."

Let me give you a warning. I believe in doing scientific work in behalf of children—it should always be carried on; but no one can write a biography ahead of the events. It is going to be impossible for your psychologist, psychiatrist, social worker, or school superintendent to make a survey of your

schoolroom and to say inevitably, and with fatality and scientific realism, that this child or that is going to become a criminal or a delinquent. An investigation made in this spirit can become a blight, because one of the primary factors in delinquency in addition to the adjustment to the school system, is the opinion, the social attitudes that surround this child.

Every defect—feeble-mindedness, psychopathic personality, poor health, timidity of personality, aggressiveness of personality—can be used constructively, usefully, and wholesomely in the community. Therefore, let your wise teacher accept the survey of the delinquents, the predelinquents, the psychopathic personalities, and when it is all done, say: "What of it? What have I got to do in mapping out a program to reach the real needs of this particular child?"

No formula can express the causes of delinquency. Each child is intricate. Does it mean that we should use less scientific methods? No, it merely means that we should make a fresh demand on science, the type of demand that has never before been made, that we should study the living organism.

I am sure some of you have read with pleasure and enjoyment Sanderson's book, *Living Observation on Living Treasure,* wherein this intrepid naturalist demonstrates that it is not enough to bring back your dead specimens or your captured specimens to zoology but that it is necessary to reconstruct their lives in the niche in which they lived. Therefore, we have actually to conduct a project of work and correct reaction, life and emotion, religion, social group work, and democracy in a natural human setting before we can make case studies of children which really shed any light upon the treatment of delinquency.

What do we do for the 28,000 who come to us? We do nothing that you could not do better. First, we give them a sense of status. They should belong somewhere. Their family rehabilitation must be based first, on a knowledge of where the family is, and their attitudes, or the creation of a foster family, or human situation. You all know the 68th Psalm, "God setteth the solitary in families." God has to set the price, too, and put the problem child in a family situation or a human situation where he is truly wanted.

When I see the life histories of the four hundred prisoners that I have just left, I am struck with a sense of waste; their abilities have been wasted. I have seen a young woman twenty-four years of age who never had a school success, or any other kind of success in her life, sent to prison for five years. No one ever discovered she had any abilities. She could hardly spell, and the work of the fourth grade was beyond her. Altho she was certainly of low average intelligence, she was a skilful illuminator of old English manuscripts. She had very marked ability along that line. She had been thru the school system of her town and this ability was never discovered.

Then I am struck sometimes with the actual warping and crippling of personality thru school situations which frustrate, so that the person can no longer give her confidence to anyone, and has no faith in authority, and has no courage, no ability to go thru with a task. I am also struck, altho this is less easy to demonstrate but is still potent, by the failure to discipline properly, failure to recognize health needs, to provide glasses and adequate

dental attention. Twenty percent of our children never see a doctor, and it is obvious in those that become delinquent that they have been neglected.

When we have succeeded in establishing a status, a membership, we give concrete acts of helpfulness, like learning a trade or a medical skill, and finally, training in an attitude of goodwill.

I would say that altho juvenile delinquency has decreased approximately 10 percent in ten years, and in this result the schools have played their part and should be congratulated, still the schools go on manufacturing delinquents. The factory type of school, the lack of proper work and achievement for children who are practical-minded rather than book-minded, produce delinquents. Why do we call them "feeble-minded" when they are really practically trainable to many useful kinds of work? Please do not go away with the idea that when I have used the word "feeble-minded" I rate it among the causes of delinquency.

Many delinquents are capable and talented, with wholesome personalities. Schools have failed to discover this, and frustration does cause delinquency. The factor of adjustment to school is one of the primary factors in preventing delinquency; and the kind of men and women to whom this task is entrusted, to whom our schools are entrusted, may decide the future welfare of our people. For some children all over the world, including the United States, in view of the figures that I have cited to you on illegitimacy, defective health, hunger, and lack of foster parents, the only possible victory in life is not to admit defeat. Face the facts, yes, but make the best of it.

To every child the school should give some experience that gives courage, some practical thing, and some experience in the democracy of really being wanted. Remember that any description of the causes of delinquency that does not include the effect of personality, either for or against the struggling child, is a description that leaves out something vital. When Edward Yeoman wrote *Shackled Youth,* he was not thinking of those six hundred youths, young children, who are in adult penal institutions; he was thinking of dead school procedures, and he said that a teacher should be an illuminative personality confronting combustible material—that is, children. When your teacher is an illuminating personality, then you are going to see light in those lamps which lead the way to truth and to democracy and to the recognition that in America there shall never be a scrap heap for any child to be flung at as worthless.

EDUCATION AND YOUTH IN ENGLAND AND GERMANY: A COMPARISON

REINHOLD SCHAIRER, DIRECTOR OF RESEARCH, U. S. COMMITTEE ON EDUCATIONAL RECONSTRUCTION, NEW YORK, N. Y.[1]

I would like to give you a hopeful indication. We in Europe do not feel that the titanic struggle is consuming the Old World. We feel the events going on in Europe are much more like a fire, out of which the new future, like a phoenix, will arise. We know it will be the work of education.

As I speak about British and Nazi education, I cannot promise to give you a quite objective paper. It will be more a kind of phoenix. The matters about which I have to speak are so closely influencing the last twenty years of my life that I can only speak as in confession, telling you some of my experiences, opinions, and hopes.

This is my first statement: The decision of the world's future depends more on the classroom than on the battlefields. Tanks and airplanes are essential, but to fight against the most outspoken challenge of our life's concept, more is needed than tanks and airplanes. Against an idea, and naziism is a formidable idea, only the stronger idea can win. But in this conflict of ideas Hitlerism cannot be defeated on materialistic or utilitarian grounds. If you grant the philosophy of expediency, Hitler is in the right.

What gives me the right to speak in that sense?

I was born and bred in Germany, in that part of South Germany which, centuries ago, was the first country in the world to introduce compulsory mass education for all. For generations my family was devoted to education—in schools, in churches, in social service. I was favored from 1921 to 1933 with a rare chance to go thruout the whole of Germany in permanent and intimate contact and collaboration with educators and youth in secondary schools and universities. I was the head of the central office of all German universities for Student Welfare, Self-Help, and Scholarship. I had opportunities to test youth more searchingly than a Gallup Poll, and until now my predictions have been correct. And you will hear thruout my speech a kind of prediction.

I maintain that German youth, rightly educated, is a fine and reliable human material, but it has one weakness: if approached by wrong educators with a wrong emotional appeal, it loses head and heart and goes deeper and deeper into nonsense and errors, like the youth of many other countries. The function of independent, clear thinking is underdeveloped and is apt to be overshadowed by the emotional or romantic appeal. Hitler, a master

[1] The speaker wishes to say that this speech represents his own personal views exclusively. He is now director of research of the U. S. Committee on Educational Reconstruction, 2 West 45th St., New York, N. Y. Until Hitler's conquest of Germany in 1933, he was head of the Central Committee for Student Welfare, Self-Help, and Scholarship for all German universities in Republican Germany. The years 1934 to 1940 he devoted to an intensive study of youth and education in most countries outside Nazi Germany. In 1936 he was appointed lecturer in comparative education at London University Institute of Education; in 1937 he was head of the Department of International Studies and Relations in the same institution. He became a British subject in 1939, and in 1940 he was asked to come over to interest American educators in the problems of educational reconstruction in Europe after Hitler's defeat.

propagandist, knew this, and succeeded in selling to German youth, emotionally starved by the Republic, his poison and drug. Naziism is in great vogue today among German youth; there no error is possible. It will change only if we can direct a new emotional appeal, stronger than Hitlerism, to German youth.

I know what such an emotional appeal can do with German youth. One day I had to organize inside our office a new scheme for a loan bank to help 3000 to 4000 students thruout Germany every year to finance their studies and to repay the loan from their later income. Parents and friends had to give guarantees. Experts predicted 40 percent losses. They said reliability is no higher in cases like this. After nine years we could proudly announce that among the 23,000 students who had loans, 99.5 percent had fulfilled their obligation and only half a percent had failed. This was accomplished by a special form of education, based on true emotional appeal. When Hitler conquered half of Germany in 1933 (he has conquered her now, three-quarters), when he preached to such a splendid human material that the "have nots" do not need to repay but they shall fight against the "have's"; when he perverted into gangsterism the feeling for solidarity; when denouncing your father and exposing him to prison and death, and even killing, became a kind of heroism; and when Hitler destroyed in youth the sense for decency, for religion and Christianity, for freedom—when this devastation began, I left Germany immediately and went to England. My wife and I were both wholly convinced that this war, which began in 1933 in a disguised form, would go on for ten years; and before 1943, in our opinion, there was no hope of a change, and this only if the world opened its eyes in time, and acted.

To find the new forces my wife and I went to England in 1933. It was a foreign country, but in English education we found the power alive and growing to resist and overcome Hitler. A short time ago when the British Minister of Education praised the British educator and teacher, stating that no other class has done more in this crisis, he spoke entirely in the line of our experience. The secret of Britain's strength, the miracle, cannot be explained by the economist or political scientist. The educator knows it. British education has now for forty years been instilling in the whole of youth the ideals of Socrates and Jesus, with virtues like reverence, self-reliance, fairness, power to fight and to resist evil, devotion to cooperate toward good. Like all great things in life, this attitude was modest, nearly silent. Understatement is even one of its main virtues. But when Hitler's boys intended to bomb to death those poor people in the slums, they bombed them to life instead. Alive, and gloriously alive, these spiritual values suddenly were; and the whole British people, united like one man, told Hitler: "You fool, we will die on our feet before we kneel down before you. We are free men, until death." This, indeed, is the only wall between America, the land of freedom, and Hitler. It is not the ocean but the values of British education which are making Hitler weak. He cannot devour Britain because British

education has made the British youth strong and militant, fighting for what? They are fighting for ideals—not for expediencies or for material gain but for ideals. A young British officer in the RAF, who is now dead, said last year: "Those who fight for England do not expect anything from her. Our country is more than a place in which to eat and sleep."

How was this work of British education performed? The time is too short to tell you all the details. It was done by a kind of silent understanding of all concerned. I was privileged to meet personally a great number of these splendid British educators and teachers, and some of the great statesmen and scholars who filled the post of Minister of Education—Professor Fisher, Lord Halifax, Lord Eustace Percy, and the present Minister of Education, Mr. Ramsbotham. Being a British subject for only the last two years, and having still the fresh impressions of a foreigner, I may speak openly and am not bound to the duty of understatement. Here is one of the secrets. From those ministers downward, the whole central administration was composed of personalities devoted in a silent and modest, nearly humble, way to the improvement of British education along this path of true human perfection and deeper ideals. For example, at once, in 1933, Hitler introduced the strictest centralization, abolishing even the slightest form of self-administration; he orders and the teacher has to obey, or he is fired and worse. In England I observed the opposite tendency for many years, the tendency toward decreasing and not increasing centralization. The teacher—so I was told by men who could easily have invented a thousand reasons for more centralization—the teacher needs one thing foremost and that is to feel and to be a free personality, independent, secure. We will give him more and more of it. We like variation. We intend to implant even in administration more and more freedom, less and less regulation. This attitude was a true expression of an innermost conviction.

Some people here frequently express their surprise that before 1939 England could be so lenient and mild toward Hitler. One of the explanations is, indeed, that the same attitude of granting freedom, applied inside Britain and the British Commonwealth, was tried, sincerely tried, toward Hitler also, and failed. But the blame is on Hitler's and the Nazis' side. If they had played the game; if they had sincerely changed toward freedom, a peace was ready, and a chance which was unique. But that Hitler did not see this chance, and did not accept it, shows more than many other proofs that his "educational philosophy" is ruled by the opposite concept. He can feel only that man is a beast and has to be kept in a cage with sugar, a whip, and guns, or be killed.

I expressed the conviction that two elements made British education what it is: a belief, an active belief, in ideals; and this tendency of the central administration to give more, not less, freedom, and by its action to make the reasons for its existence, so to say, disappearing. Everyone who knows the mind of the head of a bureaucracy—and I was for years one of them—will agree that such an attitude in itself is proof of a great unselfishness.

The war has given a new proof that this attitude has not suffered. On the contrary, the Nazi bombs knocked it not to death, but into life. Here is the example. In Britain, as in most other countries, the weakest part of the whole educational system was the age group of sixteen to twenty-five, this difficult age between school and life, childhood and maturity. We all know that here, with the decline of apprenticeship education, family education, and church education, one of the most serious gaps in modern education existed. Hitler conquered first this undefended part of the German people. Now, during the war, a new solution was found in Britain. For years there had been all kinds of preparation and efforts toward a British youth movement. After Dunkerque and on the coast opposite Dunkerque such a youth movement arose out of educational wisdom and youth enthusiasm. East Suffolk, famous for its progressive rural schools, was the birthplace. Young people organized themselves for voluntary service for the country, the poor, and the sufferers. Then the government acted with the utmost wisdom. It recognized that this local action had found a new solution and it recommended that the same movement be created everywhere. Its advice was to leave these youth movements independent, as an expression of youth, but advised at the same time that in every district those youth agencies, like the educators, the churches, Boy Scouts, and trade unions, should join and act as youth commissions to take care of the whole of youth. Youth shall be cared for and protected and advised by this new commission, and all kinds of recreational and instructional undertakings and leisure-time projects shall be added.

But the government did more. It offered funds to cover all expenses for administration, office work, and even the staff of every organization. In olden times the saying was true, "Who pays the piper chooses the tune." The British government acted entirely in the opposite direction. Here are some words of Mr. Ramsbotham, British Minister of Education:

> The youth of a country are its greatest national asset. What they are the race will be. . . . The future is the outcome of the present, but I doubt whether it can be said that hitherto we have done our best by this essential national asset. Indeed, it is a curious thing that our great advances in education seem to be associated with war conditions; thus we had the Act of 1902 following the South African War and the Fisher Act of 1918 passed in the last year of the Great War.
>
> War, of course, accentuates what we are pleased to term the problems of youth. It emphasizes the serious consequences of the neglect of youth. We realize more acutely the necessity of making good deficiencies in opportunity or in training for young people. . . .
>
> It would be unfortunate to regard what is called the service of youth primarily as an attractive field in which well-intentioned folk can usefully labor, doing good to young people. We are not out to look after them in the sense of mollycoddling them. Our aim is rather to create the opportunities by which, and an environment in which, they can, so to speak, serve themselves, make the best of themselves, and not only serve themselves but serve others—their neighbors, their locality, their country.
>
> This calls for certain qualities which we may help to develop—self-reliance, self-forgetfulness, and self-possession, all three essential elements in the make-up of the sound citizen. . . .
>
> I see here something that may bring into being not so much a new youth move-

ment in the sense of something imposed upon young people but what is far more vital—a movement of youth itself. For that reason the board has urged in its circular that there should be no attempt to make these developments conform to a common model. The approach will be made from different angles and we have no wish to stifle the experiment. Different localities offer different possibilities and have different needs. This is a matter where what is called local genius may have its contribution to make. . . .

Indeed, I hold it as a matter of prime importance to maintain variety and freedom in any development of the youth service. Regimentation may easily only produce robots. . . .

When we say that we are fighting this war to preserve the ideals of democracy, or that it is a war to defend the Christian ethic against the onslaught of the barbarian ethic, we mean ultimately that we are fighting to preserve the freedom of the individual and our belief that the individual matters. Our purposes, therefore, in this business of youth training, must be not to force youth into a common mold but rather to provide an environment in which the individual boy or girl can grow and bring to fruition their powers and gifts, varying as they may be. This, indeed, should be the hope of our whole system of education.

Now listen to some extracts of the circulars of the board of education:

Any attempt of a state-controlled uniformity or regimentation would be both stupid and pernicious. More than that, it would be wholly alien to the spirit of this country. The function of the state in this work is to focus and lead the efforts of all engaged in youth welfare, to strengthen the resources of existing national organizations without impairing their independence, and to insure, thru cooperation, that the ground is covered in a way never so far attained. The function of the local educational authorities is equally clear and essential. They are to take the initiative in their local areas, provide the machinery for local cooperation, encourage existing organizations to extend their work, and fill the gaps not covered by such organizations.

If a genuine movement of youth is to be created in this country . . . leadership is essential, and much of it must spring from the corporate life of youth itself. It is upon local genius and local patriotism that the foundations of democracy rest. Opportunities for service must therefore be offered to young people as well as opportunities to equip themselves for service. At a time like the present, when the nation is fighting for its life, the preparation of our youth for their full participation in the life of the nation assumes a new significance. In the days that lie immediately before us, the demands on our efforts and energies to deal with other tasks will be very insistent; yet we cannot afford to neglect the youth for whose free future the struggle is being waged.

These are the words not of a dreamer or Utopian but of a central authority, the British Minister of Education, in the year of 1941. And everyone who knows the inside knows that Churchill himself, a great and ardent friend of youth and their independence, is entirely with such decisions.

Certainly all administrative details need careful work and efforts. A youth register is asked for; Old Scholar Associations and sport clubs are now mobilized together with the churches, Boy Scouts, and so forth. But the essential is the spirit of freedom, and—let us confess—of true democracy, that has created here in wartime, in a time of pressure harder than ever before, not a nervous overcentralization but the very opposite, an easy hand and mind functioning as the artist produces a painting, and behold here is more than art. Youth and youth's future is at stake. Britain in wartime has acted so that youth thruout Europe might listen to an

emotional appeal more human, vital, and powerful than everything Hitler could ever produce with all his strictly regimented youth battalions and these compulsory organizations, behind which always lurks the fear of the concentration camp. No wonder that the other day some one reported a new slogan for youth in the occupied countries of Europe. Not only are the letters RAF appearing here and there; not only do the French boys paint on the walls a big "V" for victory; but here is a new slogan, and well deserved by the men in the British government who among bombs and blackouts acted as true educators. This is a slogan for youth in Europe: "Who will win? Youth. Who leads youth? Britain."

Let us now turn to the other side of our comparison, Nazi Germany. I say intentionally, Nazi Germany. I said before that in 1933 Hitler conquered Germany, like a foreign conqueror with foreign methods and terrors. If his conquest then succeeded in half of Germany, now it may prevail over three-fourths. This is a conservative and moderate estimate. But I promised you truth and therefore I prefer to underestimate. Here I dare to say that, in education especially, this one-quarter in silent or open opposition against Hitler may be even greater.

The hot Nazi atmosphere exists mainly in the Hitler youth, the S.S., and the Gestapo. If you want to see how it works unrestricted, look at these famous "educational institutions," as Hitler calls them—the concentration camps. Look at Poland, a country now chosen by the Nazi suppressors as a hard example. The horror about these horrors will remain for a lifetime in the minds of all who today dare to pretend that Nazi Germany and Britain are only two cases of imperialism. In education, indeed, the heart is revealed and those advocates of moral isolation and indifference are well advised to compare the attitude of the British educators and the British government toward youth and education with what the Nazis are doing to Polish education and what Nazi youth leaders are teaching concerning the traditional ideals. This indecent and untrue language cannot even be repeated here; and yet hot Nazi youth leaders, in their efforts to make hot pagans of the Nazi youth, say these words again and again.

But a considerable part of the older German population, especially its more religious groups and the older workers, is deeply ashamed. There are even some magazine articles which reveal this, but I will not do the Gestapo the favor of exposing them. Jews coming out of Germany report that the non-Nazi part of the population sometimes shows even more kindness than before. Again and again, reporters say that the victories do not make the German masses jubilant. This surprises many. But we others know that, deep in their souls, many of the older people feel great anxiety. They know that these so-called successes will not endure because they are built on an immoral basis. They know that, as in 1918, the collapse will come suddenly; and millions, so we are told, are even today praying against Hitler's victory and that God may give wisdom and strength to the statesmen of the Allies. In no country, I am sure, has the recent great speech of the Pope found more devoted and enthusiastic listeners.

I do not invite you to overestimate in any sense this inner resistance inside Germany. Do not build any political hopes on it. It is a weak spiritual movement, not a political organization, and can be crushed into inefficiency by a new and intensive wave of persecution.

Much more significant is the fact that in every country which the Nazis have conquered, the educational circles—youth, youth organizations, teachers, universities, and churches—have to a large extent resisted any Nazi temptations.

The men who openly support the Nazi cause are few, but millions and millions from Norway to Greece, from Poland to Rumania, are resisting day and night; the fighting spirit of the opposition in Poland, Norway, and Holland is growing stronger and stronger. The other day I learned of a secret oath which the Dutch people are taking, to fight and fight and fight this war of freedom, even if it takes ninety years, as in the Middle Ages. Some people ask why Hitler tolerates the resistance in those countries, and even in Germany. The answer is very simple. He always postpones the next step of suppression until he has a new success in foreign politics. Foreign politics again and again have been the steppingstone to a new purge, new forms of violence, and enforcement of the strict Nazi order. The moment may not be far away when such a new wave of persecution will begin.

If he should succeed in conquering Russia, and if he reaches the Ural Mountains and his troops occupy the grain fields of the Ukraine and the oil fields of Baku, and approach India, then it is a safe prediction that a terrible new purge will come; he will clean his house, as he calls it, and enforce 100 percent naziism. The method of doing this will be by education. The introduction of this new development will certainly be a purge; and as on June 30, 1934, the lives of thousands of generals, teachers, churchmen, and workers may be sacrificed. The army has for a long time been suspected in the hierarchy of Nazidom because they did not submit entirely; they still keep something in reserve. This, first of all, will be broken, and after Schleicher and Fritsch, a number of others may be killed.

Then Nazi education will begin to transform the whole of Europe and Asia; and for this moment, 10,000 young men in the Hitler organizations, in the leadership schools, have been preparing for years and years. I remember how once a leading industrialist of Middle Germany who came to England years ago told me the story of how he and his colleagues, leaders in a major industrial district, were ordered to a Nazi camp. These camps are directed by young men who enjoy enforcing on these directors and owners of large industries the hard conditions of camp life, with its strenuous physical exercise. The young leaders take special pleasure in watching the men whose brains control millions to see whether they are still able to do deep-knee bending a hundred times, because this is a sign of heroism.

Afterwards, one of the red-hot young Nazis, nineteen years old, a great leader of Hitler youth, made a speech to instruct these fools of the older generation: "You ask sometimes," he said, "why we are training so many

thousands in leadership schools. The reason is simple. We know that soon, from the impact of one terrific onslaught of our armies, the whole corrupt and degenerated Western world will collapse, and from the Ural to California, ours will be the task of rebuilding these districts. Every one of us knows where his place will be; and believe me, we will do our work solidly and well, and finish the job for the ten thousand years of Nazi rule over the Western world."

Only four years ago a report like this would have been regarded as the product of the distorted mind of a refugee, as an attempt of a war-monger to excite others. Look how today the Nazi columns are marching toward the Ural; and look how once more Hitler meets the dreams of the Nazi boys and fulfils one of his predictions.

But what is the inmost core of Nazi education? Hitler significantly uses again and again one very clear example. He admonishes the Hitler youth, in a saying that has become internationally known thru the years, to frighten the world by a gleam in their eyes like the eyes of a wolf. This is not an exaggeration. If you meet a boy returning from some weeks' training in a Nazi training camp, one who used to be a nice, polite German boy, you see that now gleams come from his eyes as from a wolf's eyes, in wild, fierce flashes. You hear his rough voice, you see his reckless way of marching, with abrupt, jerky, and violent movements of body and limbs. Here he comes, so you immediately feel, "The wolf's mind lives in a man's body." And this man is ready, by Hitler's power, for the attempt to conquer the world, to destroy everyone who is against him. Here a young soldier warrior marches on toward world conquest; and this transformation is made by education.

This, indeed, is the intention of Nazi education, to fill his mind again with the characteristics of a fighting wolf. Several methods are used to produce this. Intellectual learning is discouraged. Examinations are ridiculed. "If I hear the word 'intellect,' I go crazy," is one of the famous sayings of the Nazi hierarchy. Books are nonsense; they make youth meek.

The essential, indeed, is recklessness. We have to be hard as steel, tough as rhino leather, unmoved by any human touch. The Spartan boy put his hand in the fire and did not move until it was burned to coals. The Nazi boy saves his hand for the Fuehrer, but he puts his heart into the fire of hatred until it is burned. He is proud to denounce father and mother; he spies on his teacher; he denounces the church and her symbols in unspeakable terms; he is ready to betray his closest friend; and he praises Hitler because he had the courage to kill his heart's nearest friend, Roehm. That is greatness, so he thinks; that is manliness. Every German boy has to be a soldier and he is always in a war. But in war, the strongest weapon is to give your word and to break it, to promise and not to keep it; and not to have the slightest sentimental regrets at doing so. The whole world is one battlefield, and to be a soldier you have to be hard.

All this is only a part of the whole Nazi philosophy. Read how cynically Rosenberg, the grand master of Nazi education, explained Hitler's behavior toward Stalin. "The Fuehrer certainly never changed his mind.

He had always intended to destroy Russia, but when the war broke out, in order to avoid a war on two fronts, he was forced to lie for a certain time. He lied friendship, and happily enough, Stalin believed it; and as soon as the time arrived when he could break his word, he did it at once. This shows the greatness of our leader."

Words like those spoken by the spiritual leader of German youth are more revealing than all the stories about concentration camps and cruelties in Poland. They show the whole tendency of Nazi philosophy. And this, indeed, makes a difference. The difference is a very fine one and nearly invisible.

We have to learn to look at educational systems no longer from the structural side. It is the tendency which is important. For example, take two perfect cars. Both have the same body, motor, and equipment, but the one car is owned by a gangster who drives thru the streets to kill and the other by a country doctor who drives to cure. The two cars, if you see them standing side by side, seem identical; but the use made of these two cars is as different as can be. Comparative education in the past has often praised the structural side of Nazi education. Forgotten was the tendency toward which this education was driving. But if you should observe them, you would even recognize in the style of driving the difference between the gangster and the doctor. The gangster would certainly drive recklessly; when he was in danger, he would not hesitate to risk lives. The country doctor would do everything to respect the rules of the road. And here, perhaps, the real meaning of education comes to our consciousness. It is the touch on the wheel of education that makes the whole difference. Nazi education teaches the rough, hard, and reckless touch. In British education, the intention is to learn better and better the soft touch on the wheel; and it is my conviction that it is this gentle touch on the wheel which has given British education its great power of resistance.

Let us use another example. I spoke to you about the British method, even in wartime, of recognizing the responsibility, independence, and security of the teachers. Nazi education has from the beginning abolished every sign of self-administration and autonomy. Hitler's full power is delegated to the Minister of Education who, in turn, delegates this power to a man whom he calls leader in every school and university. He orders, the others have to obey; and his orders are ultimate orders, with no discussion and no consideration.

Between 1900 and 1933 Germany proudly cultivated a great number of youth movements. In these organizations young people developed their own style and could follow the full freedom of their own convictions. In the spring of 1933, two hundred Storm Troopers marched around the central office of all these youth movements and occupied it, and that was the end.

We had developed a kind of youth movement in the German universities after 1919. The students received full parliamentary rights, delegated to them by the Parliament. In questions affecting them they could make their own decisions, strictly democratic decisions, and could order taxation and

administer this money thru their own government. All the activities of cooperative restaurants and shops, student employment bureaus, loan-bank schemes, and scholarship funds were a part of this self-administration, where the students developed remarkable qualities of leadership. To serve these organizations was considered a special honor, between 1920-1933. Only the best were elected.

To build up this system took hundreds of youth leaders, industrialists, bankers, churchmen, and trade union leaders weeks and weeks of deliberation; but they did it all with the one intention of increasing the self-responsibility of youth.

This whole system is now concentrated in Hitler's hands. The German Student Cooperative Association was taken over by the Ministry of Education, by Hitler's orders; and the Minister of Education gives orders to the student leaders in all these organizations thruout the universities. That is the way in which Hitler keeps his promises, the promise that he would increase all self-help activities for German youth. But no one who knows his mind is surprised. We all knew that in this same way, the whole question of democracy in school, of autonomy, would be solved. And so it was. One man was appointed to be responsible for all teachers, and everyone has to obey his orders or is fired. But every member of the Hitler Youth, the Nazi student organization, has taken oath to supervise every teacher and professor and to report every remark against Hitlerism and naziism. One remark may lead to immediate dismissal and to the concentration camp. Knowing this simple way of tyrannic rule, it may be easier to understand why Hitler did not find any more resistance. Admitted that in the first six months, indeed, the universities and schools showed much less resisting power than the churches. But when this system was established it was too late to resist; and freedom will come back to German educators only with the definite end of Hitlerism.

May I recall my remark that it is a lesson of high dramatic value to compare British and Nazi education? It is exactly like a play written by a not very first-rate playwright who puts all the characteristics of freedom and slavery in two players who act opposite each other.

But now the great problem arises: If Hitler wins, and if he enforces this system of serfdom on education, he may have some success with the younger generation in the long run.

I should like to implore all of you, when you return home, to devote some hours in your conferences and your studies, in your meetings, and in your history classes to this one aspect of education in the different countries of Europe. Here the very essential is revealed. As educators we know that the future will be what we make of it. The future of the Western world can be what we would like it to be only if we join together with the millions of parents, teachers, churchmen, and free personalities in Europe who resist Hitler and look out toward the West hoping that we educators here will understand their cause, our cause; and that we will find ways and means to express our understanding. The radio still exists; there are still many ways to communicate with the educators in the great, free country

of Britain, in Switzerland and Sweden. Why are we so reluctant? Why are we not using these modern products of science? If we do not use them, the others will use them for destruction; and we could make just as effective use of them, and even more so, for maintaining and strengthening the trend of education toward freedom. It is our common cause; and if America were to step in with this inner sympathy, with the intention of teachers to join hands with their fellows in Europe in the fight against naziism, the years of suffering would be shortened.

When we made peace in 1919, education and youth were forgotten. They were not represented at Versailles; they were not even mentioned in the Versailles Treaty or the Covenant of the League of Nations. Shall we look forward to a new peace in which the educator again has no part?

We in Europe recognize after years of suffering that all our efforts in favor of a democratic education, of a free, responsible youth, were doomed to failure because we did not join forces with our friends in England, France, and America.

No man can have any mandate to act for Europe. I am not charged by anyone in Europe; my power to speak to you about Europe is based on my private initiative; but I feel that I have to render to millions the service of speaking for them. Looking forward to the time when a new peace order will be constructed, it is their hope—it is the dream of millions and millions who despair under naziism—that the educators of the free world of England, Holland, Switzerland, Sweden, and especially of this great country, America, will join in at the right moment and advise the peace-makers what to do.

Educational reconstruction after Hitler will indeed be one of the essential causes. Are we prepared for it? How can we prepare? This is a concern which touches the hearts of thousands and thousands in Europe; and if a small group of men in Europe dares to express this call for help, then they do it somewhat weakly and uncertainly, like a radio set that tried to interpret the short waves coming from overseas. The same is certainly the case when you speak here for Europe; but in a general way we are entirely certain that we have to appeal to you American educators to undertake this planning for education after Hitler as a task common to the democratic countries in Europe and to America.

If you, invincible army of educators, should step in, the victory would be ours; and for centuries it would be mentioned in the schools of the world that the armies could make war, the diplomats failed to make peace, but that then the educators came and peace spread from the schools thru the families and the churches thruout the world.

In these days of depression and sorrow, looking out at the changing scene of events in Europe, and knowing that the barbarous forces of the Nazis can hit in a new direction at any moment, I was standing not long ago in the one place in America which gives to everyone the strongest comfort in his worries, the place in which, as in a secret temple, something like the heart of America is present. On a quiet evening I stood in the Lincoln Memorial looking upwards to Abraham Lincoln. Here is no divine being,

and the adoration is entirely human. I looked and saw that the hands of Abraham Lincoln rested on the sides of the chair, and these sides were decorated by two fasces. These are symbols of the past, because to punish men by rods or to decapitate them by axes is no longer the right way. Upwards I looked and saw Abraham Lincoln's head, and I remembered how from this mouth, at one of the most critical moments of history, before the end of the Civil War, came words like these: "We must extinguish our resentments if we expect harmony and union. There is too much desire on the part of some of our very good friends to be masters, to interfere with and dictate to those states (southern), to treat the people not as fellow citizens; there is too little respect for their rights. I do not sympathize in those feelings." Then he explained in short words what he thought would be the best way to strengthen the unity.

Then I looked in his eyes, and these eyes awakened in me the memory of perhaps the greatest of his speeches, a speech which in a certain sense contains the whole program of educational reconstruction, because it unites again inside the nations man and man, youth and youth, separated before by classes and by different forms of instruction. I remembered the great speech of Abraham Lincoln in 1859 in Wisconsin:

> The old general rule was that educated people did not perform manual labor. They managed to eat their bread, leaving the toil of producing it to the uneducated. . . . But free labor says "No." Free labor argues that as the Author of man makes every individual with one head and one pair of hands, it was probably intended that heads and hands should cooperate as friends, and that that particular head should direct and control that pair of hands. As each man has one mouth to be fed and one pair of hands to furnish food, it was probably intended that that particular pair of hands should feed that particular mouth, that each head is the natural guardian, director, and protector of the hands and mouth inseparably connected with it, and that being so, every head should be cultivated and improved by whatever will add to its capacity for performing its charge. In one word, free labor insists on universal education.

Here, from the eyes of Lincoln, came back in my heart the conviction that in this direction a great and important step toward educational reconstruction in Europe may be taken. "Free labor says 'No,'" so Abraham Lincoln expressed it, and he himself came from labor. And free labor will say "No" in the years when the struggle in Europe is over and the laboring classes inside and outside Nazi Germany will have gained, thru their unbelievable performance, courage, and resistance, by their moral strength and human feeling, the birthright of being fully accepted in the family of every nation.

The combination of brain-learning and hand-doing, urged by many educators, including Grundtvig, Pestalozzi, and Fellenberg, as the great new way of learning, found expression here in the words and personality of Abraham Lincoln. Then I remembered that, of the men who now rule Nazi Germany, not one has any real contact with manual labor. Adolf Hitler himself, even tho he pretends that he was once a paperhanger, never had any training in skilled trades, and if he should be asked today to grow vegetables or flowers or to use his hands, even in the house, he would be

as helpless as many intellectuals are, even if he always plays with a little hammer in his mouth.

But then I remembered that the man who is leading Britain is a bricklayer in his leisure time. Yes, building houses with his own hands is Winston Churchill's favorite occupation when he is free, and he is a good bricklayer. Then I remembered that the man next to him, the vicepremier of England, Ernest Bevin, has been a worker thruout his life. At the age of eleven he left school and became a farm hand, and he has done all kinds of manual work. I saw suddenly how, to the right and to the left of Abraham Lincoln, these two great figures tested in the battle moved higher and higher above the fate of Europe; and I recognized how in both, this new union of hand and brain is realized, and the union of Britain. And as they emerged out of the darkness beside Lincoln, all three looked like brothers leading us forward to a better world.

FIFTH GENERAL SESSION

OUR COUNTRY'S PLACE IN THE PRESENT WORLD SITUATION

THE HONORABLE GERALD P. NYE, U. S. SENATOR FROM NORTH DAKOTA

Our country has a definite place in the present world situation. But that place is not as a belligerent in the return engagement of war to Europe or Asia. It is not our place to be sneaking into the war blows and unauthorized steps that would soon involve us in it. Nor is it our place to be wasting our energies and resources in foreign causes that are not more clearly defined than are the causes of Europe's present madhouse.

If our country would best serve itself and the world it would take its place today as a nation doing these separate and distinct things:

First, quitting this business which finds our government challenging every power on earth we do not like and urging other powers, great and small, to put their necks in the war noose on the promise of aid for them which we do not have to give. This has been a policy which could only deeply engrave the hatred of all the world against us ultimately.

Second, ascertaining, before we go any further with our foreign military aid programs, what might be available in the way of peace at this time.

Third, abandoning emotionalism, hatred, and fear as our dictator, letting the fine American courage, with which we were all born, have its chance to face whatever may come to the rest of the world by reason of a continuing dominance by Great Britain or the birth of a new dominating power, and by letting truth and fact instead of so much fiction be basic in our approach to the world situation.

Fourth, building strong our military and economic defense against the very worst that might come out of the wars in Europe and Asia and confront us as a result of the foolish, painfully uncertain, and most expensive policy with which our government has been dealing with a world at war. Such a defense is made a stupendous undertaking when it must of necessity match a foreign policy that has invited enemies rather than friends.

Fifth, making and preserving, as strong as we can, our resources, and getting our own house in such order as will let us be ready for that probable exhaustion which will come to every people engaging in these present wars, a condition that will give America the greatest opportunity any nation ever had to serve God and mankind, and save the Old World from worse than war. The condition will be one desparately calling for food, clothing, the healing of human bodies, and the recovery of humans from the mental and physical diseases that must follow this war. That condition can and will be met only as we see to it that our great and rich land has preserved its ability to respond to those needs, preserved its ability by staying out of the wasteful venture in which the rest of the world is finding only disaster.

In these things is to be found our real, helpful, and influential place in the world situation.

Against this declaration of purpose come those who see it to be our place to police the world, inflict our thought of what is best upon all the peoples of the world, bluff the bluffers, pour our resources into the destruction, finance certain foreign powers that would not utilize all their own resources in helping themselves, demand for ourselves as neutrals freedom to carry to nations at war whatever we choose to carry—even tho we have legislatively declared that in time of war such freedom does not exist—use our navy as a spy to locate and report to their enemy the presence of the ships of one belligerent, drop bombs upon submerged submarines, and demand it to be our right to do these things, while insisting upon certain rights as a "neutral." Then there are still others who would go further, like Secretaries Knox and Ickes, and get into this war with our navy, or whatever is necessary. And still others who would have us take the Azores and Dakar and fly over Tokyo and bomb its women and children.

If such be our place in the present world situation, we will do well to weigh the costs. They will be a burden that can only destroy our economy, our American way, our Republic. From 1789 to 1933 it cost a total of 71 billion dollars to run our government. From 1933 to 1941 the cost was 63 billion dollars. When we have finished with this year the cost of running the federal government for the last nine years will be in excess of the cost of running the federal government for its first 140 years. Perhaps those who feel that we must adopt as our own the hates, jealousies, and wars of the world are not to be worried or bothered about a bill of 50 or 100 billion dollars a year more, by continuing to underwrite the needs of our allies and ourselves in a war.

But if some people can have their way in determining our place in the world picture, there is a great day coming. It will be that day when Churchill and Beaverbrook, Stalin and Molotov, Roosevelt and my friend here, Senator Pepper, get their feet under the peace table, pour out their wrath upon the hated ones, and then proceed to the dispensation to all others in the world, of freedom of the seas, freedom of worship, freedom of speech, freedom from want, and freedom from fear. What a day it will be!

I am not trying to be funny. These are times to be realistic, to be measuring facts and trying to square them with our emotional thinking and

speech-making. The interventionists, after months of preaching of democracy and the four freedoms for all the world in our time and generation, are plainly much embarrassed to find Joe Stalin and his Commies in their camp and qualified for their lend-lease aid. They would have been less embarrassed if they had acknowledged the truth, namely that this talk of the four freedoms has been idle talk, pure bunk and madness, unbecoming those who manufactured and repeated it, and had they acknowledged the further truth that democracy is not and at no time has been the cause involved in Europe's war.

These are times to be realistic. The enrolment on "our side" of bloody Communistic Russia is precisely the sort of embarrassment that will forever be the lot of our country if we persist in moving back into Europe, adopting a share and place in her entangling power politics. Get into this war and we have no possible means of knowing who is on our side from hour to hour. Get into this war and we have no right even to be sure of what Great Britain will do separately before our alleged purposes in the war have been accomplished. Of one thing we can be sure—if we get into this war or continue the kind of help we are giving Britain, we shall find at the end of the war a Britain with all the ships with which to carry on her world trade and with maintenance of her trade monopolies. That these ships will once have been ours will mean nothing; Britain will have the ships and the commerce.

We need not be surprised at the changed scenery in Europe. It has ever been thus, precisely and exactly as Washington and Jefferson described European politics when they again and again warned us against involvement.

At the beginning of this mad period, when we were only going to repeal the arms embargo, we saw one Europe. We have seen other pictures of Europe since. The stage setting constantly changes. Not long ago we were singing the praises of Finland and her little neighbors. Some among us would then have had us pitching our full weight into the war in their behalf and against "brutal, bloody" Stalin. Today these same folks want us to put our arm about Stalin and are finding it possible to say hateful things about Finland and her neighbors because they fight Stalin and communism; because they fight to win back what Stalin took from them. Not long ago we were wanting to aid France. Today we starve France.

What is it all about, Mr. President? What is it all about, Mr. Knox? What is it all about, Secretary Ickes? Mr. Stimson, Dorothy Thompson, Walter Winchell, Mr. Willkie, Senator Pepper, pray tell us, what is it all about? What can possibly be our place as a belligerent in such a cause as changes its face with each change of day.

What is it all about? To me the answer has been rather clear for quite some time. We have been without a foreign policy for our country. For years, whether the administration was Republican or Democrat, our foreign policy has been largely dictated by Great Britain. Our State Department has been pretty much an outpost of the British Foreign Office. A bureaucracy has been born in the State Department. It has slid along with the British for-

eign policy. It has set the stage for adoption by the whole country of a theory that our very existence was dependent upon British foreign policy. And now, with Britain under fire, there has been a measure of ease in letting fear and hate, engineered by the interventionists, become planted in our American breast to a degree that has quite completely blinded us to our own best American interest.

Of course, the shifting of the European stage settings from day to day has left us bewildered, even the interventionists themselves, who have talked so much they have come to believe themselves about what would be our lot if British dominance in Europe and over the world were to come to an end. But they are quite equal to it. They themselves will change the stage setting.

Dorothy Thompson is an example. She has blown hot for so long against communism and Communists that she has been rated Red Enemy Number One in our land. But when Stalin moved in on "our side" a few days ago, Miss Thompson found it not difficult to adjust herself to the new picture, and her column of June 25 finds her declaring, "The Communist revolution has not been a real menace anywhere in all the years that have passed since its inception." It is all just as simple as that, not for the people, it appears, but for those who would have us throw our whole weight into the European cause on the side of Britain irrespective of the new or old causes that might be involved from day to day.

Not even the complete alteration of views of Britain's leaders can drive the interventionists from their determined course of involvement for the United States in the war declared by Britain. Lord Rothermore, speaking of Hitler in 1938, said, "There is no man living whose promise given in regard to something of real moment I would sooner take." But our interventionists will listen, not to Rothermore of 1938 but only to Rothermore of 1941, saying that Hitler's word is good for nothing, which it may be. Winston Churchill, speaking on Armistice Day of 1938, told us, "I have always said that if Great Britain were defeated in war I hoped we should find a Hitler to lead us back to our rightful position among the nations." But our interventionists will not hear that today; they hear only the Churchill of 1941 grinding out the bitter words of Hitler denunciation.

American interventionists are guided by nothing these days except the lead of Great Britain. And they would have us love or hate, as Britain loves and hates. Yesterday Russia was a fiend. Today she is friend and we must forget the Russian purges, her property confiscations, her religious persecutions, her vulture-like march upon Finland, Latvia, and Lithuania. Yesterday Finland was friend; today she is our enemy and the enemy of all that is just and holy according to the interventionist theory.

I expect our interventionist friend here on the platform will insist that what he would have us do for Britain is not more than Britain would gladly do for us in the interests of democracy, unity, and civilization. It will mean nothing to him that Churchill in 1934 wrote this advice to the people of Great Britain:

> . . . we must be safe from undue foreign pressure. . . . We cannot confine the safety of our country to the passions or the panic of any foreign nation which may be facing some desperate crisis. . . . All history has proved the peril of being dependent upon a foreign state for home defense instead of upon one's own right arm.

Of course, what is good for Britain is not necessarily good for our country. Certainly, Britain would never do for us what we would do for her if Secretary Knox and others could have their way. Indeed, Britain did her utmost to deny this American democracy and civilization a chance to be born. And when union, and America's continuing strength as a nation, was threatened, Britain contributed her part to the creation of disunity and weakness in America. Who can be so foolish as to believe, seriously, that if we were in Britain's shoes today, she would open her treasury to us as we have to her, would give us ships as we have given her ships, would give her sons to our defense as some would have us give our sons to her defense?

Oh, for an end of the deception to which we have given our ear for so many months as to bring us to the very precipice of war. Oh, for an end of this day of American rule by fear and fiction. Desperate is the need for this apparent present awakening of America that lets truth succeed fiction, that lets reason occupy the throne where hate has held sway.

Our dependence is not upon Britain or her navy, and never was. The truth is that Britain's navy is the only one that has seriously practiced or threatened aggression upon this hemisphere.

Successful invasion of the United States is not possible, come what may out of Europe's war, if we will just spend for our own defense a small portion of the billions that are being poured into the cause of defending others.

Why should we fear the loss of foreign trade if a new dominance were to be born in Europe when we know that those who have dominated Europe for generations have been our severest competitors in the field of foreign trade; when we know that normally our foreign trade constitutes only a 3 to 5 percent part of our total economic dependence? Whoever dominates in Europe, Europe shall continue to need some of the things we produce and we shall continue to need some of the things Europe produces.

Why should we let the existence of aggressor nations carry us to war, especially on the side of Britain, when we know that the British Empire is the result of three centuries of military aggression, aggression coming down to as late a day as 1937? Why must we fly to arms because elsewhere in the world men preach intolerance, boast of their race as destined to rule the world, persecute other races, when we know we have had influential Americans who have, in their day, so preached and so boasted?

America is catching up with itself. Reason is taking root to a point that would not even let the interventionists hear a faint echo of reaction to that incident of the sinking of an American ship carrying contraband of war to belligerent ports recently. Not even when the President rang the fire-bell and charged flagrant violation of international law in the "Robin Moor" sinking, while withholding essential information in connection with the incident, not even then did the people or their representatives in Congress

rally as the interventionists hoped they would. "Freedom of the Seas" as a war cry had lost all its appeal, and well it might.

The responsibility for the fact that there is no such thing as freedom of the seas today is Britain's alone. The last war would have won what we call freedom of the seas if Lloyd George had not scuttled Woodrow Wilson's demand for it in his famous Fourteen Points which were basic to the accomplishment of the armistice.

Every educator should read, if he has not already done so, *The Aftermath,* written by Winston Churchill and published in 1929, if he is interested at all in this issue of freedom of the seas. Likewise, there must be reading of *Memoirs of the Peace Conference* by David Lloyd George, published in 1939 by the Yale University Press. Both works reveal in no uncertain way that the last thing Britain or any of her statesmen want or will accept is freedom of the seas, except for Britain. Both Churchill and Lloyd George reveal how the issue came near to disrupting the cause of a peace in 1918 and 1919, how Wilson even threatened, thru Colonel House, to make a separate peace with Germany unless freedom of the seas was accepted by Britain as one of the terms of peace. They said they could not and would not accept the theory and condition "even if the war had to be prosecuted to the end without any further help from President Wilson." In their writings, these British statesmen report that "gradually President Wilson was made to realize that he was up against a tradition that could not be overthrown. . . ." They report how they had to help Wilson save face on the issue, how the issue was finally abandoned and the cause of freedom of the seas was lost when President Wilson finally announced: "I have nothing to ask you which could displease or embarrass either of you," meaning, of course, Britain and France.

Freedom of the seas is not our good fortune in this hour alone because Britain would not tolerate it. Now why shall we accept the word of interventionist leaders among us that freedom of the seas is to be had only by pitching into this war on the side of Britain?

I have said some things here which I wish I might have felt free to have left unsaid. In this hour when Britain stands so gallantly against her foe, when sympathy for her cause, whatever it might be, runs so deep, it is not pleasant to stand here and speak of Britain's shortcomings, selfishness, and unreasonableness in hours when she might have contributed to the creation of a less challenging world. But these have been things that had to be said, not for what their saying would do for or against European belligerents but to save our own country from the depths to which we would be taken if we continue to let fiction dictate our consideration and steps. After all, it should not be and is not necessary to be "pro" or "anti" anything European in order to be serving America. After all, this presentday challenge is in no sense a contest to determine who can hate Hitler most or love Britain best.

And while we are dispensing with fiction, why is this not a good time to be weighing the real causes of Europe's present headache before we do the interventionist plunge and undertake to help Stalin deliver the President's

four freedoms to all the world (excepting of course freedom from fear for Americans and freedom of speech for Lindbergh).

Let us not listen to Hitler. Let us forget Stalin. In our search for the causes of the war in Europe let us give ear alone to one who was the Prime Minister of England during the last war, who negotiated the peace for Britain, who still lives and serves his country—David Lloyd George. I want to read to you excerpts from a speech he made in Parliament after England declared this present war against Germany, the speech he made there on May 9, 1940. Here it is:

> The Treaty of Versailles was not carried out by those who dictated it. A good deal of the trouble was due to that fact. We were dealing with governments in Germany which were democratic governments, based on a democratic franchise, with democratic statesmen, and it is because we did not carry out the undertakings we had given to those democratic governments that Hitler came into power. There was a good deal that was done in Germany, more particularly with regard to disarmament. The solid promise that we gave . . . that if Germany disarmed we should immediately follow her example, was not carried out, and there is no government that is more responsible for that than the present national government which came into power in 1931. They had their opportunity. America was ready, Germany was ready—it was a time when Herr Bruening was in charge—but we refused to carry out the terms after Germany had been completely disarmed. We had the certificate of the ambassadors to say that disarmament was completed, but in spite of that, we did not carry out our part.

As if that were not sufficient expression of his conviction, Lloyd George returned to the subject again with this:

> . . . most of this trouble has originated in the fact that the victors in the late war did not carry out solemn pledges which they gave in a treaty which they themselves dictated. They had the opportunity. Germany was prostrate. The creation of this terrible power in Germany, the spirit which is behind it, and what makes it so formidable at the present moment is due to the fact that we did not carry out our pledges. What is the result? Democracy has been swept away in Germany; democracy has been attacked by Germany. That spirit in Germany was created by the fact that the dominating democracies in Europe did not keep faith. We are now confronted with the most terrible answer that has ever been given to those who have broken faith and broken covenants.

With such frankness on the part of this British leader, shall we turn our backs on it, listen to the interventionists and echo their theory that Lloyd George is getting old and does not know what he is talking about, and then move on to the adoption of interventionist theories that will never for a moment make room for reason or for the teaching of the best teacher mankind has—experience?

And now, while speaking of reason, and before I shall lose completely that thread of the part which hate and fear were playing in our blind approach to involvement in the war, let me afford here a reminder of the fact that much of this hatred and fearfulness has been engineered right here at home, not by foreign propaganda.

We have witnessed the building of a seeming state of emergency which has planted fear to a point that has permitted the President to ignore law and rid us of ships declared by our military leaders to be essential to our

own defense. We see now the use of the declared emergency in a way that seems to permit the President to ignore the laws requiring him to do certain things when a state of war exists among nations.

Again, it was the President who injected an element of fear by announcing one day that German submarines had been seen off our own coast, when no one who had seen them could be found, and then, more recently declared, for public consumption, that "there might be Nazis in Greenland."

What about the fears that were engendered when the administration denied for days access to the truth that would disprove the false contention, just when the administration was looking for an excuse to convoy, that false contention that 40 percent of our lend-lease aid to Britain was being destroyed before it reached Britain?

If this kind of practice is to continue and we are moved into this war against the clearly declared wishes of the overwhelming majority of the American people, in the light of some things that have developed, we can be sure that one day the war shall be called "The President's War." It definitely is not practice in keeping with the proper place of our country in this present world situation.

Surely unity is a great need in any land in times like these. Certainly a house divided against itself cannot forever endure. But does it follow that the only way to have unity, the only way to avoid a divided house, is for the great majority in our land to submit to the wishes and dictates of a very slight minority on this issue of intervention?

It is high time that American interventionists be ordered into their place in this requirement that we stay out of war if we would avoid foreclosing every chance of performing services that are to serve the purposes we are vowing a determination to serve. Let us have official practices that reveal the existence of a representative government here at home. Let us have official action that will give evidence that democracy is good enough to practice at home. Let us have government by law. Let us have greater freedom from ignorance and deception. Let us have defense, but let our dollars for that cause be spent for our defense. Let us be united in acknowledging that the hour is a critical one and act accordingly. In conclusion, I repeat: Make ourselves economically ready to respond with the food, clothing, medicine, and helping hand that the world will call for when exhaustion comes to a war-torn world. That is our place, fellow Americans. To go the other route, waste our solvency in this war, is only to deny ourselves the glorious opportunity that will be ours to bring to the world something enduringly good, something that will make for us friends, something that may let us have a real hand in influencing the accomplishment of better things for all the world.

To try by a hand in the war to bring order to Europe, to force other nations around to our way of thinking is to do what Jefferson said would show us to be "only maniacs," and what Ray Lyman Wilbur declares would be to demonstrate a Hitler complex of our own.

OUR COUNTRY'S PLACE IN THE PRESENT WORLD SITUATION

THE HONORABLE CLAUDE PEPPER, U. S. SENATOR FROM FLORIDA

As a former teacher I would not have missed this opportunity to be here. I know of no people, no class of all our citizens who are more concerned about America and its future than those of you who have dedicated your lives to building a greater America. As I have listened here this evening to the remarks of my colleague and friend, my mind has gone back to other countries, and I knew I could hear prominent and persuasive men in every country which now lies prostrate beneath Hitler's cruel heel, prominent and persuasive men making just such speeches as Senator Nye has made here tonight. What I was impressed with was that in all that discourse, in all those utterances, the able Senator had no word of denunciation to heap upon the foul murderous head of Adolf Hitler. There was plenty to say about Roosevelt, plenty to warn the people about in the conduct of their President, but not a word of warning about Hitler, whose sword today is suspended above the head of the earth.

Today another senator made a statement in the newspapers, the distinguished Senator from Ohio, Senator Taft. Senator Taft assured the American people that we ought to negotiate a peace with Hitler, or induce him to do so; and he knew, he told the American people, that Hitler would be reasonable! In my mind, anybody who thinks Adolf Hitler is reasonable or anybody who thinks he is not dangerous needs a guardian.

It seems impossible in this great audience of free Americans, who have come here from the remote parts of this great and free country, that there could be any part of the world which labors under the conditions existing in Europe today. It seems impossible in this twentieth century that any modern state, that any modern government should have turned back the clock of time and brought man back to the verge of the jungle and ancient savagery. It seems impossible that any enlightened nation could allow its government to denounce God and ostracize Christ as a contemptible, despised Jew. It seems impossible that secret police can snatch any man from his fireside and cast him into the oblivion of an unknown grave without having to answer to any court of law.

In 1938 I had the privilege, the fearful privilege, of being at the Nazi Congress at Nuremberg. I heard an address on a legal subject by one of the party leaders. I noticed that in certain parts of his address he waxed particularly sarcastic and I noticed that he got the most enthusiastic response from his audience. I did not know much German, but I inquired from somebody sitting near me what it was this man was saying with such telling effect, and he said, "Why, this man is one of our great jurists. He is telling this great audience of 22,000 Nazi leaders about the new jurisprudence in Germany, and he is telling them that in this country they have cast off the outworn requirement that you have to write the law down in a book for the citizen to see. The law is what the judges say is inimical to the state." I said,

"What was all this mirth he was calling back from the audience?" He said, "He was deriding the Anglo-American system of law, which clings to the archaic forms of the past."

If you will imagine the state taking the child when he is six years old out of the control of his parents and putting him into a state school and then molding all the years of his immaturity, the character, the intellect, the heart, and the soul of that child, for the desperate purposes conceived in the mind and heart of Adolf Hitler, you will see why I say that Adolf Hitler menaces mankind! And they boast of the fact that they have eradicated from the conscience of their youth these humanitarian sentiments that we are proud to call the virtues of American manhood and womanhood.

It is only natural in a state which has three foundation principles of the sort I am about to mention that these sentiments should prevail. First, the whole Nazi philosophy is based, not upon the divinity of a God, but upon the divinity of their race; second, upon the principle that there is no right but might; and third, upon the necessity, in the very nature of mankind, that there be a ruling class and a slave class. One has caught this pagan spirit well enough, I think, in these lines:

> Their Gods were sadder than the sea,
> Gods of a wandering will;
> They cried for blood like beasts at night,
> Sadly from hill to hill.

What they brought back to civilization is the jungle lore, the simple man. "He may take, who has the power; he may keep, who can."

So this remarkable man, this evil genius of Hitler, beginning eighteen years ago as a political agitator of a new party and a great nation, today stands across the threshold of the earth, with one foot on Europe and the other in Asia, his sword drawn over the great resources of Africa, about to become the master of them all. We see within absolute possibility of immediate realization, his mastery over more than three-fourths of all the geographical area of the earth, more than three-fourths of the earth's total population. We see him in control of two of the three great purchasing markets of the world—Europe and Asia. We see, therefore, that he has the power to restrain us from getting the essential raw materials without which our economy here in America cannot possibly endure. We see his evil hand clutching at the standard of living of every workman, farmer, factory owner, and citizen of the United States.

As I look back over this period, the thing that strikes me with the greatest astonishment is not that some man should have entertained and achieved a great ambition of conquest—that is not new; not that a man should have entertained dreams of world empire and dominion—that is not new in human history; but what has astonished me, and what history will have its greatest difficulty to explain, is why people all around it, when it was thrust brazenly in their faces, could not see it; why men like Senator Nye have lulled their people into a false security, until the inevitable day when Hitler's sword slashed their defenseless throats.

Look at the continent of Europe. This man started out with these same pretentions that made some of his neighbors say what Senator Taft said, that he was a reasonable man, all he wanted was a little room in which to live, all he wanted was to bring the Germans back into the old German Reich, all he wanted was to break the bonds of Versailles. What Versailles Treaty provoked Bismarck's unjustifiable assaults of 1866 and 1870 upon his neighbors? What Treaty of Versailles sent the German hordes across the unsuspecting and relatively undefended frontier of Belgium in 1914? What Treaty of Versailles was it that caused him to turn his wrath upon those little nations who had no part in the Treaty of Versailles? Did he stop when he had broken the shackles of Versailles? Is there anybody that now believes Hitler was not practicing and cruelly intending to deceive the world into complacency, when he said his only ambitions were to bring these German-speaking people back into the German Reich? What about Iraq and Iran and Russia, and all these other lands that he has conquered? All I remember is that the latest country with which he had a negotiated peace is now half conquered by his assault—yet they counsel us to grasp, in appeasement and friendship, trusting him, the bloody hand of the unspeakable despot, Adolf Hitler!

Each of these little countries, like the lambs in the story about the lambs and the wolves, thought that his appetite would be satiated when he ate the others and that he would never get to him. I think of Russia today, invaded, her territory being taken and her citizens slain, perhaps her army destroyed. She trusted Hitler's word, her negotiated peace with him. What would have happened if, when Hitler started conscription in Germany, for no other purpose than to make a wall of aggression, the nations in Europe bent upon peace had said to him, "Thou shalt not!" What would have happened if the nations of Europe had the courage and the foresight when he marched into Austria to say that his policy of international brigandage was against the laws of nature, and nature's God would not allow it?

How different the picture would have been if, at any period in this long sequence of conquest, all those potential victims had been able to see the menace and to make a common cause with the other potential victims, by which alone there was no hope to save any of them.

And here we are now. They drag in the "red herring" of Russia; all they have to say about Russia—"Russia is despicable," "Russia is cruel," "Russia is Godless"—yes, Russia is Godless, but I never have seen the day when I would put Stalin in a category lower than Hitler. I know that in the last eighteen months we spent 40 billion dollars in America, and we did not spend it against Russia, either. I know that today your sons are in the training camps, and your Congress, with your consent, put them there and they did not go there on account of fear of Russia, either. I know that our whole economy is being regimented, and I heard no less an authority than one of the highest officials of your government say that if this war stopped today it would cost our people ten billion dollars a year for ten years in order to try to readjust the American economy to a peace-time equilibrium.

They say Hitler cannot come over here. Who got those dollars out of the taxpayers' pocketbooks? Who sent those sons to the training camps? Who is taking, in a little while, your luxuries and perhaps your comforts away from you? The threat and menace is Adolf Hitler.

We have heard a lot said lately, particularly in Washington, about warmongers. I want to submit some commentary on who are the real warmongers of America. I do not want America to go to war. I do not want war to come to America, either. I do not want a single American boy to shed his blood anywhere in South America, in the jungles of the Amazon, or in Europe. But when I hear my able friend and colleague talk about Roosevelt, warn the people against him in the defense of America, my mind goes back to legislative history down in Washington.

In 1935 President Roosevelt recommended to the American Congress, and the American Congress approved, the Vinson-Trammel bill, which really started the building of a two-ocean navy to defend America against anybody, anywhere, anytime. That bill having been authorized, the representatives of the people were called upon to appropriate the money to build those ships, and in 1935, when it came to a vote in the United States Senate, Senator Gerald Nye was one of the senators who voted "no" on building an American navy to defend America, here on these shores.

Later in the same year, 1935, it was proposed that the Congress appropriate the money to enlarge America's army to defend America here on these shores, and Senator Nye was one of the senators who voted "no," saying at the time that we proposed to build up a gigantic peace-time army establishment.

In 1937 a law came to the United States Senate which proposed to stop the export of helium from the United States, which has a monopoly on it, to Germany, who wanted to use it in their zeppelins (ostensibly for war purposes), and one of the senators who voted "no" was Senator Nye. In 1938 there was a proposal before the United States Congress by the President that we actually start the building of our two-ocean navy, and that we increase, by authority of law, 23 percent the size, the quantity, the strength of America's navy; and one of the senators who voted "no" was Senator Nye. In 1939 the Military Affairs Committee of the United States Senate recommended to the Senate, of which we were both members, that the Army of the United States cause to be manufactured and acquired 16,000 additional airplanes; and Senator Nye was one of the senators who voted "no" at that time. So, when I hear some of these gentlemen talking about the defense of America, I thank God that Roosevelt was in charge of America's defense, and not men with a record like that of Senator Nye!

All the way back, while Roosevelt was trying to stop this war in Europe, trying to keep this war from ever starting, what was happening in the United States Senate? Conspicuous and audible among them was my friend Nye, who denounces Roosevelt but is not disturbed about Hitler, and who said there would be no war in Europe if Roosevelt did not cause it. Then, when it became apparent that Hitler was about to launch the dogs of war upon Europe, when Munich had come and gone, and all the sad spectacle

in the wake of it, President Roosevelt, observing that Hitler was relying upon Britain and the other victims of his assault not being able to get materials by the sea, because he controlled the land, recommended to the American Congress their repeal of the arms embargo, known as the "Cash-and-Carry Bill." That was in the early part of 1939, before the war began. What happened when it reached the floor of the United States Senate? Senators Nye and Wheeler and those whom they led obstructed the passage of that bill until after Hitler started the war in 1939.

I say to you, that when the Senator speaks about the verdict of history, that verdict of history will be that they gave such a representation to American sentiment in what they did as to cause Hitler to start that war, when I do not believe he would have started it if he had known that his victims would be able to draw upon the storehouses of America for the weapons for their defense.

After the war was started, the President called a special session, in the fall of 1939 after Hitler had conquered Austria, Czechoslovakia, and Poland, and then again he asked the American Congress to revise the embargo and let us sell for cash materials of war to those who would take them home in their own ships for their own defense, to hold back Hitler and keep him in Europe. Senator Nye was one of the leaders of the opposition to that bill, altho the wisdom and courage of the American people caused their representatives to pass it.

Then you remember that later on the question arose as to whether or not America was safe without an army. When the President proposed to the Congress that there should be a draft, that the sons of American mothers and fathers should be selected to form an American citizen army according to the principles of democracy, one who opposed that was Senator Gerald Nye, who has spoken to you here tonight.

I wonder what history will say might have been the difference in the issue and the outcome of this war if those nine months between the time the President recommended the repeal of the arms embargo and November 1939, when it was passed, had been devoted to constructing and putting into operation in America factories to build tanks and airplanes and guns and the materials with which to hold off the conquering Hitler? It may be that the difference between what we will be able to produce and what we could have produced had we started nine months earlier may mean the difference between America's keeping her sons out of this war and America's sons having to shed their blood because of the obstructive practices of certain American public men.

You know, of course, that in the early part of this year, after Hitler was master of the whole of Europe, it became apparent to President Roosevelt that Britain had used up all the exchange which she possessed; moreover, she had committed herself, in the form of contracts, to the extent of every dollar of investment in any kind of property—tangible or intangible, real or personal—which any British subject had in the whole of the United States of America. Senator Nye, a member, as I am, of the Senate Foreign Relations Committee, was told that fact by the Secretary of the Treasury,

and when the Senator suggested that there might be certain other properties which the British government had not listed with the American Secretary of the Treasury which British subjects might own in the United States, the Secretary permitted himself to be asked questions by Senator Nye and promised to advise him whether or not any suggestion that he cared to make was included in the information which had been furnished him by the British Trade Commission. As far as I know, the Senator has never been able to discover a piece of property owned in America by a British subject which is not included in that enumeration, and that fact, my fellow Americans, is not generally known.

It became apparent to the President that when the British government had used up that dollar exchange and was committed for all the property its citizens owned in this country, it was nearing the end of its ability to buy goods for cash from the manufacturers of America. It was not to help Britain, China, Greece, Yugoslavia, or Russia, not to help anybody, anywhere, anytime, but to defend America, to keep Hitler in Europe, to keep the Royal Navy around him, to keep the Royal Air Force bruising his bloody head, to keep the power and the might of all those nations who would oppose him against him that the American Congress, with the overwhelming approval of the American public, passed the Lease-Lend Bill; but one of the senators who most strenuously objected to it and opposed it was Senator Nye.

I ask you if you believe the majority of American public opinion would countenance the repeal of all those pieces of legislation which I have enumerated? When, after Dunkirk, the British equipment had been left in Flanders and Britain found herself almost completely denuded of guns and equipment of defense and Roosevelt let her have several hundred thousand old American guns, which were the only defense she had—and which Senator Nye denounced—which will history determine to have been the wiser course, that followed by your President or that advocated by Senator Nye?

Later on, when it became apparent that Hitler's assassinating submarines had taken a terrible toll of the British Navy, and President Roosevelt let Britain have fifty old but reconditioned American destroyers and got from them the bases, some of which are approximately your home here, which screen the whole North American and Panama coastline—which will history say was the wiser, President Roosevelt who made that exchange or Senator Nye and his allies who denounced it?

Fellow Americans, what we are all thinking about is the defense of America. I am not interested in Britain; I owe allegiance to no flag except the Stars and Stripes; I think of the blood of no man except America's mothers' and fathers' sons; I think of the security of no people but our own. But my mind, my ears, and my eyes tell me, every sense that I possess tells me, day after day, moment after moment, the terrible truth—that Adolf Hitler must be destroyed or eventually he will destroy us.

Last night I heard a general in the American Army say that he wished it were possible for him to tell every American citizen that in the strategy of this modern military age there is no such thing as a negative defense. As I look over to Europe, I see the Scandinavian countries. They kept out of

the First World War, and they thought all they had to do was to be fair and just. As Senator Taft said today, they, too, thought Hitler would be reasonable. You know what happened to them. I wish you could hear Mrs. Harriman, our Minister to Norway, describe the scene when the assault upon that unoffending country occurred; tell the hideous story of the duplicity, the deception, the lies practiced upon that honorable and unsuspecting citizenry. Then there was Belgium. It built the Albert Canal—very wide and deep. The Belgians could not see how tanks could get across it, so they felt secure and safe. What happened? The Fifth Column of Hitler got in there ahead of his army, and they came across with the bridges not even blown up. Then there was little Holland, always safe behind its dikes. What happened? That made no difference at all, because Hitler had parachute troops and his new rubber boats as a means of ingress, and the dikes made no difference to Hitler's assault.

The French almost bankrupted themselves, building the Maginot Line, and every military engineer who inspected it said it was impenetrable, impregnable. It did the French people the greatest disservice they could have experienced, because it did something to their minds. It got them in an attitude of sitting and waiting, which in modern war is absolutely fatal to everyone who tries it. But they waited, and decayed, and deteriorated, under a negative defensive psychology, sitting in the Maginot Line; and the poor people never even had a chance to use it before it was destroyed by this insidious and invidious attack of Hitler, who believes in the affirmative strategy of defense.

Now there are some who say, "Look at the thousands of miles of Atlantic Ocean; look across these wide plains and ranges of mountains, and the waters of the broad Pacific. Nobody can get here." That is what they all said, and yet I could quote you the words of Adolf Hitler, who said: "I do not need to take Continental United States the way William the Conqueror took England. I will break it down from within. I will create such confusion and chaos, such conflict and contradiction and controversy that it will fall apart." That is what France did, and we honor the memory of France, because we thought her patriotism would never crack.

The effect of a lowered standard of living in America, to the point where American workmen will get the wages of 1855, to where the farmers of America will not be able to sell their produce, where the tax burden will be heavier than the citizens can bear—I do not know what will happen in America then, because there will always be the agitators, there will always be the insidious Fifth Columnists who, under the guise of truth, preach the lies of deception to people who want to know what the truth is. There will always be the misguided leaders who, with perfect sincerity, will console and comfort their people "that all is well, you need not be afraid," until the unhappy and hideous day when they shall see the bloody sword raised above their own heads, and then, like all the rest of them, they will come to the tragic realization that it is too late.

Teachers of America, you who are interested in the future generation as is no other class of our people, I ask you—do you want those children you

are teaching now to be professional soldiers, traveling in the jungles of South America to meet Hitler's aggressions down there? Suppose that Hitler does not come over here; suppose Britain cracks, suppose they even save their navy—where will they put it? Can a nation of 12 million Canadians support the British Empire and the British Navy, when they have a total annual income of four or five billion dollars? Who would have to support it but the taxpayers of America?

My fellow Americans, you talk about democracy, about keeping freedom for the people of America. I ask you if, in a regimented economy, getting ready for the unhappy day when the mortal combat shall come between Hitler, astride Europe and Africa, with Asia at his back, and his sword drawn, and us, the defenders of the Western Hemisphere—I ask you if we can preserve a free continent and get ready for that kind of a day? If we spent 40 billions in eighteen months, how much would we have to spend if we doubled and redoubled our efforts against that unhappy day? Yet I would venture to say that if a vote were taken of this audience, if Hitler were to be today the master of Britain and all Europe, and a proposal were made to double and redouble America's army, America's navy, America's industrial productivity, four-fifths would shout an enthusiastic approval of such a proposal.

What possible future is there for those boys and girls but to be drafted professional soldiers, as long as Hitler lives and dominates the world? So if you love those boys that you are teaching, if you want them to have a chance to find their way in the world, if you want them to live in a world where democracy may live, if you want reverence and respect for their God to be possible on the earth, if you want those fragile and fine sentiments that have not yet been crushed out of America's youth to flower and grow into more virtue and beauty than they now possess, you will come to the conclusion that you had better be concerned about the future of America.

I want America to lead the world; yes, *lead* it! God made America for a place in the leadership of the earth. All these long years He has been building into us the elements of that kind of a character, and that kind of America aroused, taking its just place, still has a chance to save her sons, to save her land, and to save her kind of a world; because against that kind of an America even the gates of a Hitler hell shall not prevail!

Rebuttal

SENATOR NYE: It must be apparent by this time to most of you that Senator Pepper and I are not altogether in agreement. On one thing I insist we *are* in agreement. He does not feel any more keenly, in his moments of denunciation of Adolf Hitler, than I do, but I have not wasted my time here tonight.

I have heard persistently tales of what this man Hitler was going to do to the United States when he got thru with Europe and Asia. I have been told by intelligent Americans that in his book *Mein Kampf* he makes his threats as to what he is going to do to America. I have read *Mein Kampf* for the third time and I cannot find within the covers of that book one word

indicating that he had any designs upon the United States, or any part of this hemisphere; so I am given to wonder, at the moment, just what it is that my colleague is going to offer in substantiation of his contention that he could quote Adolf Hitler in his pronouncement of ability to do what he wants to do with America, without any armies, without any navy. My colleague is obviously fearful that Hitler is going to move against us without armies and navies, and yet he is so persistent, evidently, in the need for commanding a two-, three-, or four-ocean navy.

Now let me say something in that connection. I have consistently opposed in the sixteen years I have been in the Senate, and a member of the Senate Appropriations Committee, every one of these proposals that has come along year after year calling for ungodly, unheard of appropriations for a navy; and the more I see of what is happening to navies in this day, the more I am convinced I have been dead right. If it is defense we are set for here in America, it is not navies that we want. If it is defense we are determined upon having, let us confine ourselves to defense; not the kind that calls for engagement in war thousands of miles away from the homes and the institutions we insist we are wanting to save.

I made inquiry only a month ago of the best authority in the Senate, who took many hours to check, and who came back to me with the report that he was unable to find where I had once opposed a supply bill for the United States Army in all these sixteen or seventeen years.

The Senator may be right in his contention that he found, back in 1937 or 1938, somewhere that I had voted against some army bills, but against the annual supply bill I do not believe that he can find that that is true. Up to a certain point I have felt that we were very wasteful in defense programs from year to year. Until more recently, when American leadership has afforded a foreign policy that was away out in front of our defense, and our ability to afford a backing for that policy, I have not felt that there was such grave need for defense and arms as we are needing today, needing primarily because we have had leadership in this country, particularly for the last nine years, that has been bent and determined upon making not friends but enemies, everywhere in this world for these United States. It makes no difference who formulates the policy and pursues it, it becomes federal policy; and when you have a policy like that you have to buckle down and afford the kind of defense, if you can, that that kind of policy calls for.

Since this demonstration of new need, because of this leadership, I have given my support to the fullest and most adequate kind of national defense.

Now, then, I did say some three years ago, when they were shaking the swords and rolling the drums of war in Europe, "There isn't going to be a war unless and until the United States gives the word 'Go.' " I am terribly afraid that when this present madness over the world is ended, it is going to be adequately demonstrated that my country did give the word to go, and that without that word Britain and France never would have declared the war that has brought to them the consequences which are theirs today. I hope I am proved wrong, but William Bullitt, who is nosing around over there far too much, obviously gave France and England reason to believe

that if they would declare war and their bluff would not work, we could be counted on to go the rest of the way with them. More recently another American, Colonel "Wild Bill" Donovan, called "the eyes and ears of Secretary Knox," has been nosing around down in the Balkan states, telling one after another: "Stand up and fight; we will be in there. The United States will be in there next week, or by such-and-such a day, and we will give you everything that you need to fight with. Stand up and fight. If you don't fight, you are going to be counted an enemy of the United States." Donovan has not denied the charge that he did that sort of thing.

I hope I am wrong, but if I am right, the great problem on America's hands for years to come is going to be that of demonstrating to the rest of the world that those assurances that were given were not the assurances of 130 million people but the assurances of only a few misguided souls.

In conclusion I should like to remind you of a situation that is best portrayed by my good Scandinavian friend Ole out in North Dakota, who tells about another Ole coming to this country, looking for a job. He found one in a sawmill in the northern part of Minnesota. The boss, after hiring him, said, "Ole, you don't go on the patrol today; you get acquainted in the mill and at eight o'clock tomorrow morning you go on patrol." Well, Ole spent the day getting acquainted in the mill, and when he came up to that great, modern, speeding band saw he became so fascinated he could not move his eyes from it. The boss watched him but paid no particular attention until he heard an awful commotion over in Ole's direction. He turned just in time to see Ole dancing, prancing around, yelling bloody murder, with his right hand gripped in his left and blood spurting up to the ceiling. Ole looked at the forefinger of his right hand. The boss said, "How in the world did that happen?" Ole replied, "Boss, that's just what I would like to know. I was just standing there, almost as I am standing here now, looking at that buzz saw, and I wanted to feel of it and I did—just like this. Yee whiz, there goes another one!"

That is a fine portrayal of your Uncle Sam in this hour; trying to see how near he can get to those fires of hate, fear, and jealousy in Europe without getting burned again as badly as he got burned the last time. Oh, it was another day; it was not Hitler who had to be destroyed and eliminated; it was the Kaiser. "Get the Kaiser! Get the Kaiser! He is going to ruin the whole world if we don't do it!" So we went out and "got the Kaiser," but in getting him we proclaimed our purposes, many fine and lofty purposes, that we were going to accomplish for the world. We won the war and sat down at the peace table and had a hand in writing the dictates of peace; we came out of it and found that every cause, without one exception, that we said we had been fighting for had been a lost cause. We had not won a single thing we had said we were fighting for.

The Indians have got the words for explaining the kind of things we listen to today, the lofty sounding causes that are involved. In the light of what has been our experience, the Indian says, "White man fool Indian once; shame on White man. White man fool Indian twice; shame on Indian."

Senator Pepper: My friend Senator Nye not only has not found the time here this evening to express any wrath against Hitler but he has not found any time in the Senate, he has not found any time in the many scores of speeches which he has made in America to denounce Adolf Hitler, what he is, what he has done, what he is doing, or what he shall do. From the Senator's other answers, I am constrained to believe that he is convinced that the only menace there is to America is the President elected by the Democratic Party of the people of America!

I want to say about the negotiated peace that I would as soon negotiate peace with a mad dog or a rattlesnake as with Adolf Hitler!

The Senator has spoken about the First World War. I would hate to have been the author of those utterances of my friend, the Senator, who has reflected upon the noble efforts and sacrifices made by the men of America in the days of 1917 and 1918. The Kaiser was the 1914-1918 edition of Adolf Hitler, and Adolf Hitler is the modern version of the recently deceased Kaiser Wilhelm, and I say that the people of America need not be ashamed of what they did in the World War but of what they did not do when the World War was over.

If America had carried her part of the responsibility that the living world owed to those who had died to make it a better world, and had not followed the advice of such counselors as the able Senator who has spoken to you, it might be that the world would have been spared this other orgy of blood and tears.

I think I can illustrate America's place and position today by a story that I happened to hear about, which took place in Georgia. A friend of mine from the North, visiting in southern Georgia, heard of an old patriot who lived in a community where he was visiting. He went to see him, and the visitor from the North and the old patriot of the South sat upon the front porch of this little southern town's hotel. The visitor said, "Were you in the Civil War?" The old man hesitated for a moment, and then rather reluctantly said, "Yes—too late." My friend said, "What do you mean by that?" He replied, "My family is not a Quaker family, but we did not believe in war, and we said—my father, my brothers, and I—that we would never participate in war unless it reached our home. Well, the Civil War started, and I heard about it, but it was away up in Virginia, North Carolina, South Carolina, Tennessee—it was not down here in our home, and my father, brothers, and I decided it was not our war.

"Well, one day we heard the war had gotten to Atlanta, and we sat down and had a conference about it, but we still decided that it was eighty miles away from our home, and still was not our war. Time passed. One afternoon we looked up the little road above my house, and there, coming rapidly toward us, was a man on a horse. My brother and I met him, and it was one of General Johnston's men fleeing before the advancing army of General Sherman. He said General Sherman's army was already on the edge of our neighborhood, just on the other side of the little community creek. My brothers and I told him we wanted to join up and he said, 'We got the old

folks out further south.' They gave us a sort of a uniform and a kind of a gun, and my brothers and I joined up.

"We went over to the side of a little hill overlooking this creek. There were about two hundred of us altogether, and over there was the army of the opposing forces. We knew we could not do much with them, but we got a good many of them, and they got a good many of us; but finally, we had to retreat. I never shall forget how the old house looked as we passed by.

"You know what happened. Time passed. The army of the invaders swept on across our land. Finally my brothers and I came back—the old folks never did get back; and when we got back the house was burned down, the buildings were destroyed, the fences were burned, and there was nothing but the parched earth there where the home was.

"That is what I meant, I guess, when I said I suppose we joined up too late."

NATIONAL SEMINARS

NATIONAL SEMINAR ON EDUCATION FOR A STRONG AMERICA

DANIEL L. MARSH, PRESIDENT, BOSTON UNIVERSITY, BOSTON, MASS., CHAIRMAN

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Introduction

This seminar acclaims with enthusiasm the creative social analysis and educational program presented by the Educational Policies Commission in its challenging volume, *The Education of Free Men in American Democracy*. Because our people and our teachers must frankly face not only the present emergency but also the problems of reconstruction, we urge that serious and widespread consideration be given to this program by American laymen and educators alike.

Preamble

We affirm that the American public-school system has made a significant contribution to the building of the America of today. This America that we have exists in a world where human civilization is at the crossroads. The liberty of free men thruout the world is at stake. Greater vision, greater zeal, and greater energy are demanded of all educational agencies while the conflict between the two opposing ways of life continues so that the free way of life may become the heritage of all peoples. Resolved upon victory for the freedom of mankind and knowing that America can be no stronger than its people are strong in body, mind, and spirit, we insist that in this present emergency our public schools shall continue to carry out their normal functions while assuming the added burdens called for by this crisis.

Principles

The schools should help to stimulate in American youth that zeal and enthusiasm for genuine democracy which will insure the perpetuity and development of the American way of life.

The schools must recognize that a way of life cannot long be loved by millions who under it remain unfed, ill-clothed, ill-housed, jobless, and frustrated.

The schools should teach that the ideals and practice of freedom are more precious even than peace.

The schools should teach that isolationism as national policy for the United States is impracticable in this presentday world of highly complex, economically independent, and politically anarchistic national states.

The schools should recognize that democracy resides in the behavior, feelings, thoughts, and actions of the people, not in legalistic agencies as such.

The schools should, therefore, thru the medium of the curriculum and by every other means possible, dramatize the Bill of Rights and teach respect for it.

The schools must, if they are to help build a strong America, teach pupils respect for all cultures, races, religions, and classes whose way of life is based upon the dignity of human personality.

The schools should strengthen their programs of health, physical education, and recreation to the end that the vast amount of physical unfitness among our people may be diminished.

The schools should recognize and act upon the idea that there can be no democracy without those supporting spiritual values which emphasize individual integrity, moral uprightness, and social welfare. The teachers of the United States should make the spiritual and ethical values of the free way of life the rallying point for the education of children and youth.

The schools should instil democratic discipline in the nation's youth by developing extensive programs of active civic and vocational participation.

The schools must teach that, great as are the sacrifices which may be necessary now and before the present World War may be ended, the post-war period will call for equally great sacrifice and for even greater understanding and imagination. The immediate development of that understanding and imagination is an essential task of the schools if the way of life we now defend is to be preserved—indeed, if it is to be worth preservation.

The schools should seek to inculcate in the youth of the nation social ideals that will make them demand the solution of future national and international issues without resort to war. It is a tragic commentary on our civilization that war and destruction are required to galvanize our people into action and to unify them in purpose. The schools should seek to build into the life of America's youth what William James called the "moral equivalent of war."

The schools should emphasize the fact that the material and the human resources of this nation should be carefully conserved, to the ultimate end that they may be democratically utilized in the achievement of that

society of freedom, abundance, beauty, and peace which is even now potentially possible.

The schools should give serious curriculum consideration to the problems of post-war reconstruction, including the present proposals of individuals and organizations who are now debating the issue of a future world organization based on democratic federal union.

The schools should take special care in dealing with the critical uncertainties of our time to adapt teaching to the readiness of children who need security regardless of conditions about which they can do nothing.

NATIONAL SEMINAR ON PRACTICING DEMOCRACY IN OUR SCHOOLS

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This seminar set for itself the task of working on some unsolved problems in the field of the general subject. It did not attempt to formulate either a comprehensive plan of action or a set of specific recommendations. Nevertheless, many significant agreements emerged in the course of the discussions, and it is the purpose of this report to indicate these. If some important topics are treated only briefly, it is due to the fact that the seminar could not go into all subjects with equal thoroness in four and one-half hours. No attempt will be made to indicate sources of statements. Alternate views are included only when there was clearly a division of opinion on the part of members of the seminar.

The Meaning of Democracy

Democracy is a way of life, a system of values which extends to every aspect of life. The central principle of democracy is respect for individual personality. It follows that the purpose of all social arrangements is to minister to the welfare of individuals. Out of this central principle flow the rights and freedoms of the people—freedom of intellectual inquiry, freedom of assembly, religious freedom, the right to govern themselves, and the right to support themselves and their families thru work.

The final test of democracy in education, therefore, is how the individual child is regarded and treated, what opportunities he has to grow into a full and satisfying life, regardless of circumstances of economic status, place of residence, or race.

Education for democracy requires both understanding of democracy and practice in living democratically. Neither can be achieved without the other.

We are getting a new "climate of opinion" in the United States, in which democracy is the dominant element. Everyone is almost sure to be affected by it, even tho unconsciously. Every school should have a

democratic climate of opinion and it is the job of everyone in the school system to create and maintain such an atmosphere.

Efficiency and Democracy in Education

The assumption is frequently made that democracy is necessarily inefficient, and that loss of efficiency is one of the prices we have to pay for being democratic. This assumption should not go unchallenged.

Efficiency is measured by the relation between product and energy expended. It is possible to have a great deal of machinery which gives the appearance of being efficient but which does not produce much. On the other hand, we may get a high production rate with an apparently simple organization.

Efficiency depends on what you are trying to produce. If you want to produce simply more factual information and more technical skills in the nervous systems of boys and girls, then perhaps democratic methods are inefficient. But if one of the desired products is the ability to plan and work in democratic groups, then democratic teaching methods are likely to be the most efficient of any.

Responsibility, Discipline, and Democracy

Rights and privileges have often been stressed to the exclusion of responsibilities and disciplines in democracy. No democratic society can long endure, however, unless its members are willing to assume responsibilities and unless they voluntarily impose upon themselves the discipline of placing the general welfare above their personal desires.

Education should emphasize the social responsibility entailed by every privilege, including the privilege of education itself.

Progress in democratic education is often hindered by the unwillingness of some teachers to assume their share of responsibility, both within their school systems and as citizens in their communities.

Leadership and Democracy

Another erroneous assumption is that democracy dispenses with leadership and expertness in favor of unrestricted freedom for each individual. On the contrary, every democratic group should choose and use the ablest leadership and the most expert services available. But a democracy is unique in that it encourages and aids everyone to develop his capacities for leadership and does not restrict leadership to a class or party.

Education should aim (a) to develop leadership capacities, and (b) to develop the ability to choose and use leaders.

In order to develop leadership in children, teachers must refrain from using to the full the positions of leadership and expertness in classroom and school to which their experience and training might entitle them. Rather, they must share responsibilities and leadership with students as rapidly as the students are able to assume these, and count such growth on the part of students as evidence of success in teaching.

Teacher Participation in School Policy-Making

Teachers may properly take part in policy-making in the fields of (a) organization and life of the school, (b) curriculum planning, (c) design of buildings, and (d) personnel administration, including teachers' salary schedules and qualifications for the selection and promotion of teachers. A reasonable amount of working time should be allowed for such participation. (Examples: Denver, Tulsa, San Diego.) It was not thought advisable for teachers to decide as to the individuals to be selected or promoted. There was some difference of opinion as to whether teachers should take part in the selection of superintendents and principals. It was agreed, however, that if any groups other than the board of education shared in selecting the superintendent, the teachers should be included.

On some matters of policy, particularly those having to do with budgets and administration, the participation of teachers should be advisory to administrative officers, with whom should rest the final decisions. The legal responsibilities of the board of education, superintendent, and principals must always be considered. In some fields, however, which are primarily professional, such as policies regarding curriculum and methods of teaching, the final decision might well be made by policy-forming groups composed chiefly of teachers, but including administrators.

Among the obstacles to teacher participation, the following were mentioned: (a) the unwillingness of many teachers to take the time required to do the necessary work and to keep adequately informed on matters affecting the whole school system; (b) the unwillingness of some teachers to take responsibility for making important decisions on debatable questions; (c) the hesitancy of administrators, teachers, and the public to depart from customary practices; (d) the influence of local partisan politics in school affairs, and (e) occasional ineptitude in the use of democratic processes, which results in discouraging inefficiency.

Student Participation

Students have demonstrated their ability to deal with many of their affairs in the so-called "extracurriculum" field. Examples were cited of success by students in directing traffic in and near schools, supervising conduct on school buses, managing student athletics, planning and carrying out community festivals (Tulsa, Oklahoma), arranging and directing class excursions, and operating systems of student government.

Questions arose chiefly in connection with student participation in planning courses of study and directing their own class work. Some seemed to fear that such participation would lead to unguided freedom on the part of students in deciding matters in which they were as yet inexperienced, while the experience and knowledge of teachers would be shunted aside.

It was pointed out that student participation, whether in classroom or other activities, should be a matter of sharing, rather than "all or no" responsibility, and that the extent of pupils' sharing would be conditioned by their previous experience.

Maturity and Experience as Limiting Factors

The ability of pupils to take part in democratic groups is partly a matter of maturity, partly one of experience or previous learning. Children in kindergarten can take some part in group planning and control but not at the same level as high-school seniors. The process of maturing alone, however, will not take care of the matter. As children mature, they must have opportunities to *learn,* appropriate to their maturity levels. If, during early years, they learn how to act *un*democratically, the task of educating them for democratic living in later years is doubly difficult, for then there must be re-education and the unlearning of undesirable habits.

The school should provide opportunities for continuous growth in democratic living, from the simplest acts of the kindergarten child to the complex behavior of the adult. Often the child's experiences are far from continuous but alternate between the democratic and the dictatorial, even within the same school.

"Opportunity to learn" implies the possibility of making mistakes, and we must recognize this possibility when we allow children to share in the control of school affairs. We should not encourage learning by error, but we cannot insure against mistakes in judgment or in execution. We should guard against mistakes which are too costly in that they interfere with the learning which is the objective of the experience or injure others not involved in the learning experience.

Someone summed up this part of the discussion in the words, "Be sure that children at all times are taking as large doses of democratic living as they can handle."

The Direct Study of Democracy

Participation alone is not enough. As was said earlier, both understanding and practice are needed. Democracy, it was said, is a system of values, and the citizen of a democracy must understand those values, for he must often make choices and act in the face of conflicting and competing values.

Students need to reflect on their own actions and to use the results of reflection in planning further action. They should ask: "What methods have we used in getting at facts? in debating issues? in reaching conclusions? in dealing with dissenting minorities? in carrying our plans into action? Are these methods consistent with democracy?"

There should, furthermore, be direct study of the historical development of the institutions of American democracy, which will not only give understanding of these institutions but will also instil in children the love of liberty and appreciation of the blessings of liberty which our country affords to its citizens.

School and Community

The school should be continuous with the home and the community, and citizenship in the school should be continuous with community citizenship. Students have shown that they can take responsible parts in constructive community enterprises. Examples were cited in which students had solved a problem of vandalism in the community (South Carolina), had secured in two years' time a community recreation program with a budget of $25,000, and had prepared a plan to deal with all possible forms of disaster in the community.

Teachers also should be active in community affairs. (The work of the Tulsa, Oklahoma, Classroom Teachers Association was cited as an example.) They should work not only for teacher welfare and the advancement of education but for all forms of public welfare. Several speakers advocated active participation in politics on the part of teachers.

Education of Teachers

Workshops were cited as a valuable means for helping both teachers and administrators to understand technics of democratic procedure and also for "breaking down the walls" which often separate administrators and teachers.

Need for Equality of Educational Opportunity

Democratic education is not completely possible without equalization of educational opportunities between the states, and between districts within the states. This calls for both federal and state financial support for education.

NATIONAL SEMINAR ON A UNIFIED PUBLIC RELATIONS PROGRAM

OTIS A. CROSBY, DIVISION OF INFORMATIONAL SERVICE, DETROIT, MICH., CHAIRMAN

BELMONT FARLEY, DIRECTOR OF PUBLIC RELATIONS, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C., COORDINATOR

Recommendations

In view of the urgent need of a public relations program for the schools as established in the deliberations of this national seminar, it is the consensus of participants that certain steps should be taken at once to establish a working public relations program for education. The seminar is agreed that the following represent a skeletal foundation for such a program:

1. It is imperative that steps should be taken to help teachers and administrators in their attempt to become more efficient public relations agents. The beginning of such help should be found in the pre- and in-service

teacher-training institutions where course work in public relations should be made a part of the required work of teacher training.

2. Since schools are organized to serve all the public, it would seem that any interpretation program should include a continuous survey of public likes and dislikes concerning the educational program. Every attempt should be made to catalog, study, and finally counsel the leaders of dissent.

3. In order to address or otherwise contact the lay public in an intelligent manner and in a language which they speak, it would appear that a foundation stone of first importance is that of terminology which will translate professional jargon and nomenclature into terms that the average man and woman can and will readily understand.

4. The seminar recognizes the desirability of the personal contact as of first importance in any program of school public relations. It is recommended that qualified speakers in the national and state fields be made available to the profession and lay public. Ways and means for the establishment of local speaker bureaus should be detailed and made available to every school system and teacher organization.

5. Any program of school public relations should be presented as a continuous community service. Such a program must include civic leadership; a complete presentation and understanding of the numerous services of the schools such as community use of school buildings, adult education, a speakers' bureau, the availability of school bands and other musical organizations for public service; and ready accessibility by the public to information concerning the costs, services, and opportunities of the school.

6. In order that schools may more adequately meet competition of the day, it is recommended that the methods of commerce and industry in promoting their product thru public relations be studied and the findings made available to the profession of education.

7. In order to meet the needs of the schools as they relate to conveying the story of our schools to the public, it is recommended that immediate steps be taken to organize and unify the work of school public relations. It is the opinion of the seminar that this can best be done on a national basis thru the offices and executive personnel of the National Education Association, which in turn can work with state and other school organizations to advise and inform teachers of methods, programs, and movements. The work of the publicity department of the National Education Association has been of such a high quality and the experience of the department has been so varied and so complete over a long period of years that it would seem such a project as school public relations might well be referred to the executive secretary of the National Education Association and thru him to the public relations department of the Association for immediate consideration and action.

MORNING ASSEMBLIES

Tuesday, July 1

How Can Secondary Schools Meet the Problems of Youth?

HOW CAN SECONDARY SCHOOLS MEET THE PROBLEMS OF YOUTH IN OUR LARGE CITIES?

ABRAHAM LEFKOWITZ, PRINCIPAL, SAMUEL J. TILDEN HIGH SCHOOL, BROOKLYN, N. Y.

Secondary schools owe youth a chance to live democratically and to develop a fighting faith in and an intelligent loyalty to democracy so that violations of its basic freedoms or concepts will not be tolerated. Its youth must (a) be zealous and active in the performance of obligations as citizens and as social beings; (b) be vocationally efficient in expanding areas so as to become self-supporting; (c) develop enough taste and culture not only to enjoy the best literary and artistic treasures but also to avoid cheapness and vulgarity; (d) continue their studies and broaden their fields of interest; (e) be intelligent and informed enough not to be victimized by propaganda; (f) be animated by moral ideals and possess self-discipline, goodwill, and an integrity beyond question; and (g) be humane in outlook and tolerant toward minorities, regardless of race, creed, or religion. Such attitudes are essential in a changing democracy whose citizens are consumed by a desire to eliminate its imperfections to the end that they may best promote the well-being of all citizens whether destined to be intelligent but humble followers or brilliant social, economic, political, or moral leaders seeking democracy's goal—a sane, peaceful social order giving fullest rein to all talents and social attitudes to the end that all may be creative and all enjoy luxury standards.

Many of our youth are ideologically ill-equipped for the realistic situation suddenly thrust upon them by Germany's blitzkriegs. Hence our schools must overemphasize loyalty to a militant rather than to a complacent democracy. However, in doing that, we must not be carried to the other extreme. Our schools must be free to equip youth to rebuild civilization for a militant democracy dedicated to peace and ready to fight for it. Not until the four freedoms—freedom of speech, freedom of worship, freedom from want, and freedom from fear—are actualized, will the schools be in a position to do justice to youth and to democracy. We must send our youth into the world with the flaming conviction that they can right the wrongs by eliminating the weakness of democracy and thus build the world humanity longs for—a world of justice, peace, and plenty for all.

We cannot escape the judgment of history. We shall be remembered either as those who let democracy and civilization down, or as loyal, devoted, and socially-minded, far-seeing men and women who assured the triumph of democracy and its world sway. Only such a victory of democracy will enable us to usher in that saner cooperative society—the dream of the great religious teachers and thinkers of all ages.

ARE THE CCC CAMPS MEETING THE PROBLEMS OF YOUTH?

FRED E. LUKENS, CORPS AREA EDUCATIONAL ADVISER, BOSTON, MASS.

It has been quite generally stated that now the three purposes of the CCC in the order of their importance are (a) the rehabilitation of youth; (b) the conservation of resources; and (c) the providing of employment.

What are the problems of youth which all secondary schools including the CCC should strive to meet? First, there is the matter of general enlightenment. Another problem of youth of all economic groups is the need for employment. Some young men do not need work in order that they may keep soul and body together, but they do need employment in order that they may keep themselves spiritually together. The third problem of youth is the ability to fill a job well. Many employers have advised us that one of the greatest defects of potential employees is that they do not have the ability to recognize what a real day's work is, and do not have the ability to work under direction and get along with their fellow workers. A fourth problem of youth is the acquisition of proper social perspective.

Early in the life of the educational program, six fundamental aims were set forth. They were:

1. To develop in each man his powers of self-expression, self-entertainment, and self-culture.
2. To develop pride and satisfaction in cooperative endeavor.
3. To develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each man may cooperate intelligently in improving these conditions.
4. To preserve and strengthen good habits of health and of mental development.
5. By such vocational training as is feasible, but particularly by vocational counseling and adjustment activities, to assist each man better to meet his employment problems when he leaves camp.
6. To develop an appreciation of nature and of country life.

The most valuable feature of the CCC for the purpose of training is the conservation work program. The Corps has provided for 2,500,000 youth in the country real jobs, which are a benefit to the country, which give us sustenance; public services where young men learn how to do a day's work under discipline, where there are exacting demands for production, and where he recognizes that he is giving a service to his country. The centering of the program of the camps around a work project makes possible a study of the adaptability of each member. Thus, there is offered a real opportunity for vocational exploration and guidance.

We consider one of our principal objectives is that of the removal of common-school deficiencies. Many thousands of illiterates have been taught to read and write and many other thousands of young men have received common-school and high-school diplomas.

One of the most valuable means of education in the camp is the existence of the camp itself. In a great majority of cases it is a demonstration of a successful working out of the democratic processes. There is opportunity given to enrollees both for membership and leadership.

We believe that the CCC has justified its existence because the 2,500,000 young men who have been in the camps have been learning the ways of democracy. They have received financial benefits, food, clothing, and medical care from a benevolent government but they need offer no apology to anyone for accepting these benefits because they have given a real service in return.

HOW CAN SECONDARY SCHOOLS MEET THE PROBLEMS OF YOUTH IN RURAL AREAS?

RALPH E. NOBLE, STATE COMMISSIONER OF EDUCATION, MONTPELIER, VT.

Secondary schools cannot successfully meet the problems of rural youth unless they receive more financial support. Education is a state function. The people are the state. The public school is the children. Wealth is not always where the children are. Democracy is rule by the people. Consequently, the equalization of educational opportunity thru state support, possibly increased by federal aid to the state, is essential if we are to teach democracy in our schools to the extent to which we should and must teach it to preserve and enrich our American way of life. Rural high-school curriculums should be made more flexible. The Carnegie unit and similar outmoded devices of school administration should go. Rural high-school educational philosophy should cultivate a sound theory of ordered change. A majority of the public-school tax money should be spent for the greatest good of the greatest number of rural high-school students; today this means those who are not going to college but are every bit as deserving and usually as capable as those who are. Rural high-school districts are too small. Guidance is of primary importance in the rural high school. Rural high-school programs should include health and physical education for every student. Constructive rural conservatism should be encouraged thru the philosophy of the rural high school. The rural high school should serve out-of-school youth. It should consciously and courageously help the church and the home to increase their efforts to teach religious education.

How Important Is Education to Total Defense?

EDUCATION AND THE WORLD SITUATION

HOWARD R. ANDERSON, SCHOOL OF EDUCATION, CORNELL UNIVERSITY, ITHACA, N. Y.

"Education connotes all those processes cultivated by a given society as means for the realization in the individual of the ideals of the community as a whole." The foregoing dictionary definition of the word "education" takes a broad view of education. Manifestly, the schools have no monopoly of the "processes cultivated by a given society as means for the realization in the individual of the ideals of the community." On the other hand, the schools can and must make a substantial contribution to the development of American ideals. Unless the people of America have a vision of what our way of life means to us and to the world, it is futile to talk of total defense.

How can there be total defense if there is nothing to defend? One cannot expect men, women, and children to sacrifice and die for something they do not understand.

In this fearful crisis we teachers must see our goals clearly and must not fail to achieve them. For guidance we may well turn to a recent speech by the President of the United States in which he discussed the four freedoms: (a) freedom of religion, (b) freedom of speech, (c) freedom from want, and (d) freedom from fear. In this statement of our freedoms, the President has summarized the ideals basic to the democratic way of life. He has given us goals to strive for in this country; he has given us a vision of things that are worth defending. He has also given us a plan for the happier world which we must create once this terrible war has been brought to a close.

The people of America acted wisely in going to war in 1917 and they won the war in 1918. Unfortunately, they also lost the peace in 1919. Some day World War II will come to an end. Then there will be another peace conference. Once again the people of America will have a chance to organize a better world order. We teachers must make sure that the great mistake of 1919 is not repeated. We must see that the people of America choose cooperation rather than isolation. If we fail, Western civilization is doomed. We teachers must also see that the twin follies of trade barriers and self-contained economy are not repeated. We must persuade those who "have" to share with those who "have not."

There is great need for teaching in the schools the rights and obligations of American citizenship. We must use every opportunity to contrast our rights and obligations as American citizens with those of citizens in totalitarian states. Our way of life insures happiness for us and threatens no nation. We are willing that other peoples should enjoy civil liberties. Indeed, we freely grant these liberties to foreigners who come to live in our land. The totalitarian states also confer their brand of civil liberties on the unfortunate peoples who have gone under the yoke. Abraham Lincoln once said that this nation could not live half free and half slave. Today we are living in a world so divided. The dictators understand only too well the wisdom of Lincoln's words. No people will accept the lot of slaves as long as there is hope of living again as free men. Let us realize that the dictators are fighting to enslave the few remaining free peoples of the world. And let us meet their challenge by offering the four great freedoms to the world.

OUR COUNTRY'S TRAINING PROGRAM

JOHN W. STUDEBAKER, U. S. COMMISSIONER OF EDUCATION,
WASHINGTON, D. C.

Slightly more than a year has passed since America, aroused by the rape of Poland, the seizure of Norway, Holland, and Belgium, and the capitulation of France, and alarmed by the threat of invasion of the British Isles, grimly took up the job of preparing for any eventuality.

During the past year, spurred by a sense of urgency due to swift moving events in the Balkans, Africa, Asia, and the Near East, we have made

tremendous strides in our national defense program. Appropriations and authorizations made by Congress, including the Lend-Lease Act, total about $44,000,000,000. For our vast rearmament now under way thousands of shops and factories have increasingly turned from peace-time production to the manufacture of war supplies. More than 1600 new plants are being built or expanded for the production of war materials. In less than a year national defense has grown into our largest industry, dwarfing the giant auto industry, which indeed is itself already one-tenth devoted to defense; and may soon be one-fifth or even one-half so employed. American industry is being harnessed to the task of turning out ships and tanks and planes and guns and other war supplies.

On June 1 total contract awards amounted to $17,000,000,000; $6,500,000,000 had been spent. Since then the tempo of defense production has accelerated greatly. Actual expenditures are now estimated to be running at the rate of about $1,000,000,000 a month. Before the end of this year expenditures may exceed $2,000,000,000 a month. Next year may see a flood of dollars pouring into the channels of industry, totaling more than $25,000,000,000.

Time does not permit, nor shall I attempt, any detailed account of the progress we have made in many crucial phases of the national defense program during this first year. All of us, I think, are at least dimly aware of how huge is the task, how colossal the effort necessary, and in relation to the whole program, how critical is the factor of trained manpower for the speedy accomplishment of this greatest rearmament effort ever undertaken by any nation. But defense still amounts to less than 15 percent of America's total industrial output. Germany is estimated this year to be spending the equivalent of $36,000,000,000—devoting 50 to 60 percent of her national income to the production of armament and the prosecution of the war. Moreover, she is employing, at the point of a bayonet, thousands of workers in the industries of the countries she has overrun. On the other side England, with her self-governing dominions, will probably achieve a production approaching $27,500,000,000 this year. With American aid that production may before the end of the year more nearly match the German; another year the balance should definitely favor the democracies.

The employment which is being created by the expenditures of these billions for defense is difficult to estimate. Authorities differ. If we think in terms of man-years of work, that is, 2000 hours of labor by one man, during fifty weeks of forty hours each, we are told by the Bureau of Labor Statistics that some 380,000 man-years of work are represented by each billion dollars of armament expenditure in the proportion of 3-3-2 for skilled, semiskilled, and unskilled workers, respectively.

Assuming that we shall succeed in actually producing the goods represented by $25,000,000,000 of expenditure in the next calendar year, that means doubling present rates of output, requires 9,500,000 man-years of work. Exclusive, then, of any estimate of the employment necessary to fill orders placed by the British under the lend-lease program; and exclu-

sive also of any induced demand for labor to fill civilian demands occasioned by the spending of defense payrolls, we shall in 1942 probably require more than 5,000,000 additional new workers.

The fact that the defense program was launched at a time when several million unemployed men walked the streets has obscured for most people the problems to be faced in providing the human energy and skill necessary to produce planes, tanks, ships, and guns on schedule. The problem seemed elementary—several million men out of work, several million men needed —match men and jobs. Just drain off the pool of unemployed manpower into defense industries and you solve the unemployment problem and the rearmament problem at the same time. But actually the problem is not nearly that simple.

Many of the unemployed are on the farms and live in communities remote from the industrial centers in which production must of necessity go forward. It has been estimated that thus far some 2200 of our 3000 counties in the United States have received no defense orders. To some extent it is possible to take new armament industries to the regions having reserves of labor; to some extent it is possible also to spread defense subcontracts to more of the thousands of smaller plants. Yet the fact remains that the great bulk of production must be achieved in or near present industrial areas.

That means, first, the necessity not only of finding the workers but of getting them in an orderly manner to the places where they are needed. This has been the job of the United States Employment Service thru its 1500 offices—to help direct the movement of workers, to bring jobs and workers together, avoiding unnecessary migration of workers which creates critical problems of housing, general community facilities, and educational services in defense areas.

Second, there is the necessity of providing training for new defense workers. You cannot take an unemployed shoe salesman and overnight put him in charge of an engine lathe. Very early it became apparent that to avoid serious bottlenecks in the progress of defense production it would be necessary to train or retrain thousands of workers in new skills as well as to refresh the skills of others. This training could be given in several ways. Industry stepped up its regular apprentice programs; extra helpers were employed to work beside skilled men in the plants; special classes were set up by industry in some plants to teach beginners; and many jobs formerly done by highly trained all-round men were broken down in such a way that the less expert operations could be taken over by semiskilled operatives. But industry could not be expected to do the total training job alone. And so the training resources of the schools and colleges of America were called upon.

For just a year now a huge program of training for defense industries, under the auspices of the United States Office of Education, has been in operation in the states. This program, carried on by the schools and engineering colleges, reaches out into hundreds of cities and towns thruout the land. With the cooperation of management and labor, and with the assist-

ance of the United States Employment Service and the WPA, more than a million men and women have been enrolled for defense vocational training in the schools. Some 200,000 unemployed men have already completed their courses and have moved from the schools into the factories. About twice this number of workers, already employed in defense industries, have returned to the schools for supplementary training courses.

Compare this with the record of 1917-18, when the schools succeeded in providing training for only 60,000 men in a similar period of time. Then the training resources of the schools were meager indeed. But during the past twenty years, under the stimulus of federal financial aid, there has been built up a great system of vocational schools and classes well equipped and manned with experienced teachers. So when the call came this time the schools were ready to respond—and promptly.

The speed with which the program got under way is a tribute to the school people of America. Within barely thirty days after the announcement of the appropriation, 60,000 men were enrolled for training, because thousands of superintendents, supervisors, and teachers, with assistance from employers and labor leaders, free to follow their best judgment, got busy in their various localities, determining training needs and possibilities and setting up training classes. The record of this first year of the training program stands as one of the major success stories of our democratic defense effort.

Next year, as factories newly built swing into actual production and as we approach nearer to the production peaks which are expected early in 1943, the defense training program will be supported by more than $100,000,000 appropriated by the Congress to meet the ever mounting needs for trained manpower. Engineers will be given short courses in some 150 technical colleges and universities; these and other colleges will provide special short courses of training in physics, chemistry, and production supervision for fields essential to the national defense. Additional thousands of unemployed men and women, drawn from rosters of the public employment offices, will be given pre-employment courses in many of the 550 defense industrial occupations—in machine shop work, in aircraft work, in riveting, and in shipbuilding. Several hundred thousand, already employed in defense industries, will be given supplementary instruction and training designed to improve their skills and enable them to move on to more technical and highly skilled jobs. Youth living in rural areas and small towns thruout the nation will receive training which will help them, upon entering defense industries, to master rapidly the operation of a particular machine tool. In addition, other out-of-school youth employed on NYA work projects will be given vocational courses and related or other necessary instruction designed to increase their employability.

Thus far the nation has been able to avoid the development of widespread, serious shortages of trained manpower for defense industries—and for this the schools and colleges deserve their full meed of praise. But where will America get the trained manpower to meet the needs of the program six months, twelve months, eighteen months from now when, according to

estimates, we shall be in peak production? The production task we face is stupendous. It is without parallel in the history of any nation. And if it is accomplished, several million new workers must be found and trained within the next few months.

It seems clear that increasing employment needs will call shortly for the recruiting and training of many more women for defense jobs. Britain already uses women in her armament industry. Laurence Bell of the Buffalo, New York, Bell Aircraft Corporation, is reported to have said that "there is no reason why about 40 percent of the work in aircraft manufacturing can't be done and done very satisfactorily by women."

Another source of manpower which must increasingly be used is the Negro worker. Every effort has been made by the schools to extend defense training opportunities to Negroes. Indeed, the Congress has expressly stipulated that no discrimination shall be practiced, and we have taken pains to carry out both the spirit and the letter of the law. Several thousand Negroes are now receiving training; many others have already been employed in munitions factories and in shipbuilding. And as the urgency of the need for employing our full resources of trained manpower becomes every day more pressing, we shall see Negroes, by increasing thousands, finding their way into employment in other defense industries.

It should be noted that the object of defense training in the schools is primarily, if not exclusively, to provide the men and women needed to keep the wheels of defense production turning at a constantly accelerating rate. Entirely secondary are considerations of the general educational effect of training upon the workers so trained. While these concomitant educational effects are not unimportant, the transcendent objective is to meet the need for skilled labor. The approach has been quite frankly from the standpoint of obvious industrial needs. But that training which will enable an unemployed worker to secure and hold a defense job is also of inestimable value to the morale of the man. Unwanted by industry for several years, his skills grown rusty thru disuse, then suddenly to find oneself needed again—one's strength, and intelligence, and skill in demand; that puts a new light in a man's eye, a new spring in his step, a new hope in his heart. As far, then, as training contributes to getting a job, it also contributes to building morale, a very important element in our national defense.

The Office of Education naturally takes pride in the part it plays in mobilizing the resources of our schools and colleges in meeting the pressing needs for trained manpower for defense industrial production. But let me digress for just a moment from my assigned subject, "Our Country's Training Program," to mention some other important activities of the Office which are directly related to the national defense.

First, there has been set up in the Office of Education an Information Exchange on Education and National Defense. The exchange provides a clearing-house of printed and mimeographed materials showing what educators from kindergarten to college are doing to adapt the educational program to defense needs. Materials have been collected from hundreds of schools and colleges thruout the nation. They have been assembled in loan

folders for circulation to other schools. A well-annotated catalog of these materials, with periodic supplements, has been prepared and given wide distribution.

A catalog of radio scripts, transcriptions, and recordings has also been prepared and circulated. This catalog lists the wealth of such materials available for loan to schools—materials of great value in developing a clearer understanding of our democratic heritage, and a stronger devotion to the democratic cause. Radio scripts and recordings such as "Democracy in Action," "I'm an American," "Freedom on the March," "Patriotic Pages in American History," "Americans All—Immigrants All," and "Let Freedom Ring" have been given wide circulation in the schools.

Second, the Office of Education has in process of publication a special series of more than thirty pamphlets under the general title *Education and National Defense*. These pamphlets are designed to be of practical value to teachers in the schools. Such titles as *Sources of Information on National Defense, What the Schools Can Do, Our Democratic Heritage, Appreciating Our Latin-American Neighbors, Home Nursing Courses in High Schools,* and others are available.

Third, the Office is carrying on an active program for the development of an improved understanding and appreciation of the other republics of this hemisphere. In cooperation with the Department of State, the Pan American Union, and the Office for Coordination of Cultural and Commercial Relationships between the American Republics, we have set up a Division of Inter-American Educational Relations in the Office of Education. This division is engaged in arranging panels of exchange fellows and professors between the United States and South American republics. It is studying and reporting on present practices and materials of instruction in the schools which are significant for the development of cultural relations with our neighbors. It is arranging for the exchange of educational materials with Latin America. And in many other ways it is seeking to assist our schools and colleges to do their full part in the development of closer cultural ties between the nations of America.

Fourth, the Office has conducted a study of school needs in defense areas, reported the results of the study to the Congress, and helped to secure an appropriation which will be used to assist many local school districts in meeting critical school building needs born of the sudden influx of population in defense areas. A companion study of library needs in defense areas has been completed and the report submitted together with a recommendation for a special appropriation from the Congress to help meet the emergency needs disclosed.

But while we are rallying all our resources, human and material, in an all-out program of preparedness, we must not fail to look ahead to the needs of youth now in their early teens for education for the days which lie ahead of them. The emergency will pass, and with its passing the nation will face again in accentuated form all the problems of youth unemployment which have baffled us during the past decade. Should we not now begin, therefore, to plan and effect those measures, financial and otherwise,

which will enable education to make its proper contribution in meeting the needs of youth in the post-war period?

To provide a more adequate program of youth education will require that we school people relinquish some of our stereotypes concerning the bookish nature of the educational process; that we come to recognize that education is properly concerned quite as much with the development of useful skills as it is with the transmission of esoteric knowledge.

We must recognize that participation in genuinely purposeful activities, whether in school or out, is at the heart of the educational process.

This means in part that the schools should canvass every possible means of expanding education to combine earning with learning. Part-time jobs, various kinds of apprenticeship, and other types of participation in actual productive enterprise in business, agriculture, industry, or homemaking should be much more fully utilized as the basis for much of the related school curriculum. This idea is not new. It is as ancient as apprenticeship, older than the Greeks and the Romans. In America it has had increasing recognition in the last few decades—in the activity program of the elementary schools, in the programs of vocational education in the high schools, at the college level in professional training of physicians, teachers, lawyers, scientists, and engineers, and more recently in the services of schools in furnishing related training to workers in the CCC camps and on NYA projects.

Moreover, in the general high school, for an increasing number of youth, the practical arts courses have come to provide the integrating center for instruction in mathematics, social studies, language, and other subjects. The manipulation of tools and materials, the adaptation of means to ends in farm and home mechanics, and in the industrial arts, in the science laboratory, and in the fine arts there has been provided an opportunity for the exploration and development of special interests, and of a wide variety of elementary, yet basic, manual and intellectual abilities.

Opportunities for vocational education for older youth, whether for the occupations of business, industry, homemaking, agriculture, or the public service should now be greatly expanded. Training in the special skills and the particular kinds of functionally related subjectmatter needed by workers and prospective workers in a wide variety of fields must be made available in regional and state schools. To these schools youth must be enabled to go thru the liberal provision of maintenance scholarships and student-work opportunities.

In conclusion, let me say that I realize that there are a few people today who are disposed to look longingly at the millions of dollars which the federal government is pouring into the training of workers for defense industries. These people are asking why it should not be possible to secure from Congress some such generous subsidy for the education of young people for the responsibilities and needs of peace-time life—needs which run far beyond the manipulative skills required in the operation of a drill press or a lathe or a welding torch, needs which have to do with putting youth into communication with our intellectual and spiritual heritage; and

introducing them to the many complex problems of government, economics, and social life which, in a democracy, can in last analysis be solved only if there is an informed and vigorous public opinion.

I am not without understanding of or sympathy for this point of view. Most of you know that I too sincerely cherish for the youth of America an educational program which does not neglect the cultivation of the loyalties, knowledges, and disciplines appropriate to free men in a democracy. Nor do I relinquish the hope of general federal aid to education.

But today we face a condition and not a theory. We are under the necessity of *arming* for the preservation of our freedoms. If need be, we must meet armed force with armed force. The defense training program is an indispensable part of our rearmament effort.

First things must come first, and I for one am disposed to believe that the first job this nation has to do is to put a period to the peril which arises "from ruthless men of force who care nothing for civil liberties and who mock at all appeals to humanity." Only thus can the way be once more cleared for doing what our generation failed to do after the last war, namely, to build a better world of peace and security, a world safe for democratic ideals and practices, a world in which full freedom to learn shall be afforded all men everywhere. To that task we must now bend all our energies in unremitting labor and in complete consecration.

WORK OF THE NATIONAL COMMITTEE ON EDUCATION AND DEFENSE

FRANCIS J. BROWN, CONSULTANT, AMERICAN COUNCIL ON EDUCATION; AND EXECUTIVE SECRETARY, SUBCOMMITTEE ON MILITARY AFFAIRS OF THE NATIONAL COMMITTEE ON EDUCATION AND DEFENSE, WASHINGTON, D. C.

The fast movement of events abroad and the accelerating pace of defense developments at home made it early apparent that while individual educational organizations and institutions were rendering important service in the national defense, many problems were developing that were of broad, common concern and that could be met only by some form of national organization of the many and varied educational interests. In August 1940, official representatives of fifty-five national organizations from every field of education met and banded together to form the National Committee on Education and Defense.

This new Committee, sponsored by the American Council on Education and the National Education Association, conceived its *modus operandi* as that of carrying on its work, as far as possible, thru the organizations of which the Committee is composed. This is clearly defined in one of the four objectives adopted by the Committee:

> Stipulation and coordination of the efforts of educational organizations and institutions in projects related to national defense.

In the light of this major premise, no elaborate machinery for operating was necessary. An executive committee of 18 members was organized under the joint chairmanship of George F. Zook, president of the American Council on Education, and Willard E. Givens, executive secretary of the National Education Association. L. H. Dennis, executive secretary of the American Vocational Association was selected as secretary. Subcommittees were appointed and new subcommittees have been added when developments of a national character indicate the desirability of giving special consideration to their implications for education.

The wide range of interest of the National Committee is indicated in the other objectives formulated at its first meeting:

Immediate and continuous representation of organized education for effective cooperation with the National Defense Council, the Federal Security Agency, and other government divisions

Dissemination of information regarding defense developments to educational organizations and institutions

Maintenance and improvement of educational opportunities essential in a long-range national program.

As the direction of national defense efforts has changed and their intensity increased, so have the direction and intensity of the activities carried on thru the member organizations and subcommittees of the National Committee been modified.

The Subcommittee on Military Affairs has been extremely active since its formulation more than a year ago. It played an important part thruout the entire period of discussion and enactment of the Selective Service and Training Act of 1940 and organized hearings before the House and Senate Military Affairs Committees. It assisted in the preparation of those portions of the Selective Service Regulations that by reference or implication would relate to education. It has maintained a close liaison between educational agencies and institutions and the national headquarters of the Selective Service System. It has cooperated in the preparation of letters sent out by national headquarters thru state directors of Selective Service to local boards.

In cooperation with the National Academy of Science, it conducted an investigation and drew up a list of the scientific and professional fields in which potential shortages of manpower appeared to be developing. It has continuously appraised proposed amendments to the Act which pertain to the school and college-age group.

Continuous and effective contact with 1800 colleges is maintained by correspondence, individual and group conferences, and thru a special bulletin, *Higher Education and National Defense,* published periodically by the American Council on Education.

Some time of the Subcommittee has been continuously given to cooperation with the armed forces in the development of a comprehensive educational program for the army camps and naval stations.

Better Relationships with Latin American Countries

EDUCATIONAL RELATIONS IN THE WESTERN HEMISPHERE

PAUL R. HANNA, PROFESSOR OF EDUCATION, STANFORD UNIVERSITY, CALIF.; AND CONSULTANT, NATIONAL RESOURCES PLANNING BOARD, WASHINGTON, D. C.

I am going to discuss the educational problem under two main headings: first, the problems of education within the Latin American republics; and second, the problems of education in our own country. What I have to say must be thought of as more applicable to the countries of Bolivia, Peru, and Ecuador than to any others.

With the possible exception of the European stock living in Lima, La Paz, and Quito, the Indian population in these republics lives in poverty, disease, and squalor. These countries are rich in natural resources and endowed with an intelligent people, yet they live in poverty. The one element that seems to be lacking almost everywhere is an educational system. In certain of the Latin American republics not more than 35 percent of the children of school age have a school near enough for daily attendance. For the most part these schools are located in the larger urban communities and the enrolment is primarily of children of Spanish descent. Few schools exist in the rural areas where the Indian population lives. Further, the curriculum in these schools—urban and rural alike—is for the most part unsuited to the task of developing their economic wealth and developing a culture indigenous to these people and their environment. Also, the teachers are not adequately trained.

It is necessary to note important exceptions to what I have been saying. In the large and progressive cities on the east coast one finds education equal in every way to the best in Europe or the United States. If the United States truly desires to contribute to hemispheric solidarity thru aiding in the problems which face our sister republics, we might wisely spend some of our defense funds for the following types of projects:

First, we might aid in financing educational missions. A professional educational consciousness needs to be developed in these sister republics. A second area of possible assistance is in teacher education. Undoubtedly the most fruitful starting point in the development of mass education is to provide adequate education for the teachers. Third, we might establish schools in South America. However, it would seem inadvisable to establish an American school which might be considered either primarily propagandistic or competitive to the established public and church schools maintained in our sister republics. In a fourth area, we might assist our sister republics by offering scholarships and fellowships to their young scientists and professional people to come to the United States to study in our universities.

Let us turn our discussion to the problem of education in the United States. We now recognize that we have failed to provide an education suitable for the majority of our young people who cannot profit from pre-

professional and general education in the traditional secondary school and college. Nor have we developed an education which has contributed directly to the needs of community or national life.

We should redesign our curriculum so that it will be directly related to improving the health, sanity, safety, housing, civic beauty, recreation, family relations, and economic income in every American community. Further, we must see that our economy is so organized that each young person has a chance and a challenge to engage in useful work.

The preparation of instructional materials is only one phase of the work to be undertaken in the schools of this country. Even more important is the education of our teachers to fully appreciate the problems and promises of inter-American relations.

THE VALUE OF VISITING LATIN AMERICAN COUNTRIES

WILLIAM F. REDDING, ASSISTANT SUPERINTENDENT OF SCHOOLS, PROVIDENCE, R. I.

The ultimate aim or value of visiting Latin America should be to develop inter-American understanding and friendship. The only basis on which this can succeed is that of enlightenment. Enlightenment means education.

The French and German influences have gained a lasting hold upon the cultural life of Latin America. The South American youth is exposed to French and German literature and art, while we of the North, who are nearest geographically and politically, have to date given but little thought and less action to the question. We must first begin to build here in this country a widespread consciousness of Latin American things. This building should be centered in our schools—from elementary to college. This means an increase in the study of the languages as well as the backgrounds and cultures. It should be made possible for more of our scholars, lecturers, teachers, and even students to go to South America, and for those of South America to visit us. These lecturers, teachers, and students should not travel from place to place but should go to some one community and remain there long enough to become acquainted and well established in the life of that community. I am sure that the best goodwill emissaries in the world would be the children.

Besides the circulation of scholars and students between the Americas, it would be well to see that it may be made possible for our musicians, writers, poets, and men of science to spend some time on protracted visits while similar arrangements be made for those of Latin America to be our guests here.

Comparatively few of us in the North understand the Latin American outlook on life. It is, of course, different from our own, since the Latin American has sprung from different stock. He is Latin while we are, for the most part, Anglo-Saxon. His life is different from ours.

Since there is an ever increasing number of people who take cruises to South America, in order to make them of value and not a detriment to the better understanding that is so desirable at this time, better prepara-

tion should be compulsory. Every tourist should be made to understand that the minute he steps on the boat at some American port, he is an emissary of goodwill. Every failure on his part to act accordingly does much to increase the ill-will, distrust, disrespect, and resentment toward things American that still exist in many parts of South America.

I sincerely hope that we North Americans will come to know our southern neighbors—their land, cities, history, and culture—and that our southern neighbors will come to be better acquainted with us. If this takes place, all worries of infiltration from the Old World will be over and inter-American solidarity will become a reality.

What Are the Essentials in Elementary Education?

ESSENTIALS FOR A SOUND HEALTH PROGRAM

RUTH E. GROUT, SENIOR SUPERVISOR OF HEALTH EDUCATION, TENNESSEE VALLEY AUTHORITY, CHATTANOOGA, TENN.

In any elementary school, whether urban or rural, a sound school health program is one which contributes to the improvement and preservation of the health of each school child, and plays a part in the betterment of community health. It seeks to understand the basic health needs of developing children and of the community, and meets these needs thru a planned program of education. By using carefully conceived educational approaches which are in keeping with sound psychological principles it helps not only pupils but also teachers, parents, and others to understand better their own and their community's health problems and to find ways for the solution of these problems. It provides a school environment which is conducive to the favorable physical and mental development of the children in whom it is concerned, and works for a safer and more healthful environment in home and community. In cooperation with public health agencies, such a program also provides facilities for communicable disease control and for medical advisory services which are in harmony with the best known educational principles. A sound school health program is in no sense an isolated program, but one which is closely identified with the total community program of health and education.

In a sound program the needs, as they relate to particular individuals or groups, may be recognized in various ways. Classroom teachers may look discerningly at the children before them and discover many of these needs thru direct observation. Cooperative surveys of school and community in which pupils, teachers, and community leaders participate are an excellent procedure for the study of local health problems. State and local health department statistics and regional studies are other sources of information which the teachers and older pupils may use.

In a sound elementary health program many opportunities exist thruout the day for learning healthful practices thru experience.

In the modern elementary school, each child may share actively in adjustments for better living. Sometimes he may have a part in building or

arranging a piece of equipment needed for good health practices, or he may help work out a better health procedure.

In the program of communicable disease control or thru the services of the nurse or physician, opportunities abound for educational experiences.

Perhaps the most significant feature of a sound school health program is its progress in establishing close working relationships with other community programs of health and education. This is well illustrated in the plans for school lunches which are in action in many communities.

FUNDAMENTALS IN THE LANGUAGE ARTS

MARQUIS E. SHATTUCK, DIRECTOR OF LANGUAGE EDUCATION, DETROIT, MICH.

The following statement is an attempt to present briefly the basic concepts of a modern program in the language arts. It is presented with a timely awareness of the predatory interests and protective protestations of more militant neighbors in administrative and other instructional domains.

Science has been applied to the study and the teaching of the language arts, particularly in the past two decades, but there are still some differences in the interpretation of these studies, some differences in programs because of special interest groups, and some lag between program and practice. Of those principles which have widest acceptance as sound in theory and application, six seem significant for this report:

1. Language is a form of behavior and is of greatest importance as a means of personal and social adaptation. We recognize the social importance of language as an instrument of communication, of thought, of judgment, of direction, of growth, and hence of life. Consequently, the program today is concerned with everyday matters, such as conversation, telephoning, letter writing, the interpretation of news.

2. It follows, therefore, that a language program must be considered as one of experience, or a succession of experiences, actual and vicarious.

3. The nature of language indicates that the success of a program will depend in large measure upon the degree to which it is related to the other so-called studies or learning centers in the curriculum.

4. Our present knowledge of the child indicates that no program based upon a single approach, no Lancastrian system of instruction, is scientifically sound for bringing the greatest good to the greatest number, much less the best growth to each child. Differences in experiential background and differences in the way in which pupils learn prescribe differences in teacher approach to different pupils.

5. Perhaps the chief criticism of language arts comes from those who fail to recognize the nature of language and the inclusive character of language. In their desire to be practical, to produce measurable results, they oversimplify the subject. The comprehensive character of language requires a comprehensive program.

6. Finally, language arts while recognizing language as a tool of com-

munication emphasizes particularly that it is a tool of thought, the stuff of which thought is made. No teaching is adequate which reduces instruction to drill in isolated items; or which assumes that knowledge of rules will give adequate control over language; or which believes that ability to read the printed page will result in clear, logical thought, or in good taste, or the will to do the better rather than the worse.

Such a program well directed by trained teachers and implemented with adequate equipment will aid pupils in realizing (a) the traditional objectives of reading—oral and silent, language and composition—oral and written, spelling, handwriting, and literature; or (b) in realizing those broad objectives drawn up by the Educational Policies Commission of the National Education Association—self-realization, human relationship, economic efficiency, civic responsibility; or (c) the simple goal of an effective and good citizen in a good society.

FUNDAMENTALS IN THE ARITHMETIC PROGRAM

F. B. KNIGHT, DIVISION OF EDUCATION AND APPLIED PSYCHOLOGY, PURDUE UNIVERSITY, LAFAYETTE, IND.

Back of many cunning disguises the chronic drag on arithmetic mastery is lack of energy-releasing curiosity about it on the part of many children. The fact that the boy who can make an engine which will work and at the same time sees no sense to percents is caused by his curiosity about the engine and his stupefying apathy for percent. To him the engine is real life, the percent a nightmare. He is wakeful when working on his engine; he is sleepy when he contemplates still another set of twenty drill examples. Nor are many teachers any too curious about arithmetic. They know all the answers—or can find them in the answer keys furnished by all textbook publishers.

Arithmetic teaching by the teachers and arithmetic learning by the pupil can be improved by doing what successful teachers of arithmetic do. This in essence is—give the curiosity of the child a chance to fasten on arithmetic; supply other conditions which nourish rather than starve a child's self-respect for his own efforts.

To specify, these are important items:

1. We need a curriculum which is bright with sensible problems—not dull with nonsense problems. We should have levels of difficulty which match demands of real life, and problems which seem sensible to a child's father who is a foreman in a shop or a bookkeeper in a store.

2. We need to use explanations of new processes which meet two specifications: (a) they are mathematically sound, (b) they explain to children as children really are, not as they might be.

3. We need to use drill material built to several specifications other than sheer mass or amount. Drill specifications are technical matters which need not be discussed here but which are nevertheless of crucial importance.

4. We need teaching technics which allow a child to know exactly how well or how poorly he is doing.

5. Arithmetic teachers can profit by the observation that human nature is weak as well as strong, careless as well as careful, spiritless as well as ambitious. It is no news to anyone that children forget. Every school should have a "maintenance" program which is effective and "chock full" of interest.

ESSENTIALS FOR THE MUSIC PROGRAM

FOWLER SMITH, DIRECTOR OF MUSIC, PUBLIC SCHOOLS, DETROIT, MICH.

In the elementary school, music instruction is basic and fundamental, and it is only in the elementary school that all children are regularly exposed to some kind of musical experience and participation. There are two things that are specifically essential to the music program in terms of objectives: (a) a continuity of training and musical experience which leads to finer discrimination and taste, and (b) a continuity of training which leads to expanding power to use music as a means of expression.

Music is a universal need and it is the responsibility of education to meet that need. Every boy and girl should have an opportunity to learn to sing and to play a musical instrument and to hear appropriate, fine music, each in accordance with his interest and capacity.

Speaking as a parent, I should like to have the music program in the schools provide experiences that my child is not likely to get thru other agencies. Highly specialized music training is probably the responsibility of the parent. I should like my child to learn fundamentals of music and, as an outgrowth of his interest in music gained thru joyous experience in listening and singing, learn the fundamentals of note reading. I want him to learn to hear and sing a second part, for herein he will gain the ability to pay attention to inner parts, harmony parts, and the melodic line in orchestral compositions. It is important for him to learn to hear and recognize the tone quality of the various instruments of the orchestra, to recognize the tone color that is expressive of certain mental and emotional characteristics. I should like my child to have ample opportunity to express rhythm thru accents and thru bodily movements that express the mood and the character of the composition. I should be happy if in the school which my child attended there were such things as special glee clubs, bands, and orchestras, but this is not always possible.

Music is for every child. Response to music is individual. Musical activities must be varied in quantity and kind. We must discover talent and guide it. More emphasis must be made in the field of elementary music. More provision must be made for more general musical participation in secondary schools.

In conclusion and summary, we need philosophy. We must provide for the individual needs of all children. We must provide a continuity of training that develops discrimination and taste. We must emphasize music as a means of expression. We must integrate it with the entire school program and life interests. We may expect as a result finer appreciations of all art and life values, and enriched human lives.

FUNDAMENTALS FOR THE ART PROGRAM

ELISE BOYLSTON, SUPERVISOR OF ART, PUBLIC SCHOOLS, ATLANTA, GA.

The fundamentals which I believe should be listed in a sound art program for the elementary schools are:

1. Development of art appreciation
2. Freedom to use initiative thru the child's choice of expression and technic
3. Sympathetic regard for the child's sense of truth in his expression thru art
4. Encouragement of activities that arise from the interests and experiences of the child
5. Stimulation of creative imagination.

These fundamentals are the planks which form a sound art platform, and which are all essential to the development of the child into a well-rounded personality.

But I see school art reaching out beyond the happy growth of the child into the needs of the community itself. My dream for a sound art program is bigger than the individual needs of the child. It centers in a workshop for art which shall be a cooperative art service. It shall serve not only the teachers but also act as a clearing-house of ideas for the whole community. It shall be located centrally in an unused building or in vacant rooms of one of the schools.

In the workshop I have in mind, any teacher, whether he be directly responsible for art education or not, shall be privileged to come to work, study, and play. Here he may find art ideas which he has missed in training. He may see new materials and learn their use. He may gain understanding of the function of art, and he may study with others the particular needs of his school. He may have opportunity to learn how children create, and he may engage in similar experiences also; for no person can teach creative expression in art or in any other subject without first having had creative experiences of his own.

In my dream workshop of art, I should have collections of prints to lend. I should have inexpensive but beautiful pieces of pottery and sculpture, lovely books for children, textiles, peasant arts, handicrafts, work that would lure the people's interest to learn what made it art and how it was produced.

My art center would start in a modest way and expand as opportunity offered. Its staff would consist not merely of supervisors of schools but it would include the generous leaders of the community who would lend their services; and other agencies would be invited to explain their products.

I hope that thru our public schools of America, we shall teach so well the appreciation of art that it shall be reflected in our homes, in our gardens, and in the smallest country store—that all America will become so conscious of art that some day there will not be anywhere an unsightly part of any community.

In planning for a sound art program for the elementary schools, I should list the things which I thought were fundamental. I should think of art in terms of general education, for the objectives of art are in close harmony with the aims and ideals of the school.

ESSENTIALS FOR A SOUND CHARACTER PROGRAM

A. G. STARR, PRINCIPAL, LOCKWOOD ELEMENTARY AND JUNIOR HIGH SCHOOL, OAKLAND, CALIF.

The first fundamental of a sound character program is that it gives to the individual feelings of security, of membership in the group, and of belonging. It is the right of every person to have these feelings. From them spring comradeship, toleration, and self-sacrifice. They are the soil in which loyalty and patriotism flourish. They are the backbone of all character growth.

A second fundamental is the day-to-day assignment of subjectmatter within the classroom. The wise teacher recognizes that all children cannot achieve with equal success. He knows which ones are sturdy and eager, which are timid and faltering, which will take the initiative, and which need stimulation and guidance. In the assignment of the daily lessons he attempts to require of each one in terms of his ability to produce, seeing that the task for each is a challenge and at the same time being careful that no one is assigned work which he is unable to do.

The third fundamental is closely related to the second. It suggests that the program of the class be carefully planned. In these days of unavoidable classroom interruptions, it requires the exercise of skill and forethought to be sure that children are always profitably employed. I do not mean to imply that every minute of the day is to be devoted to hard work. What I mean is that children need to feel the purpose and importance of the school experience.

The fourth fundamental of a good program is that it provides activities which have growth in character as their chief function. I am thinking of the club or other organized group which places responsibility on its officers and members; where it is the obligation of each member to conform to the rules he has helped to draft; where the project undertaken is the result of group planning; where individuals and committees undertake assignments, not at the direction of the teacher but because they have volunteered or have been elected to do so; and where responsibility for completion of the assignment lies with the group.

Lastly, a sound character program must be rich in inspiration and idealism. By story, song, picture, dramatization, and, whenever possible, by visitation, it will kindle in the mind of each child an appreciation of his heritage. He will know beautiful stories from the Bible and from Greek and Roman mythology, as well as folk tales from Europe and Asia. He will also know about American folklore and traditions; the fortitude of the Pilgrims; the sincerity and devotion to duty of George Washington; the compassion and humility of Abraham Lincoln; the heroism of the western pioneers; the romance of the gold rush; and the bravery of the Alamo—all these have an important part in a sound character program.

The Relationship of the Federal Government to Education

THE RESPONSIBILITY OF THE FEDERAL GOVERNMENT FOR AN EDUCATIONAL PROGRAM

WILLIAM D. BOUTWELL, DIRECTOR, INFORMATION SERVICE, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

I wish to do two things: (a) to tell you the extent of federal partnership in education in the current crisis; and (b) to tell you four thumbnail stories which have a bearing on our thinking for the future of federal relations to education. First, let us consider the situation as it is today.

The new fiscal year began July 1. I secured from the clerk the appropriations for all major federal investments in education for the current year. Before I give you the total figure, I wish to remind you that the general federal aid bill sponsored by the National Education Association calls for the appropriation of $300,000,000 a year. Please keep this figure in mind as I give you the total federal appropriations for youth training for the fiscal year beginning July 1. The total appropriations by Congress for education during the 1942 fiscal year are in excess of $625,000,000. This is the largest amount ever voted by Congress for education. Federal aid to education is already more than twice as large as the amount proposed by the National Education Association. Today it is not a question of whether or not to have federal aid. It is a question of who is to be aided to do what.

In that total you will find $148,000,000 administered by the Office of Education. The bulk of it is for defense training thru vocational schools and engineering colleges, altho there is a portion of regular funds for vocational education, land-grant colleges, and rehabilitation education. In the $625,000,000 is nearly $250,000,000 for the CCC and approximately $150,000,000 for the NYA. Some will say that these funds should not be classified as federal aid to education. And yet with the gradual disappearance of relief needs, spokesmen for these organizations have defended the appropriations on the grounds that the NYA and the CCC are preparing, yes, and training, youth. In the total are funds for training college youth to fly; funds for preparing young officers for the ROTC; funds for schools to train youth for our merchant marine; funds for the federally sponsored apprentice program; and funds for the 4-H clubs.

Recently at a meeting in Washington I heard one of the leaders in American education say that twenty-seven federal agencies were engaged in education in some way or other. Another leader disagreeing with him said he knew of at least thirty-six agencies. The Educational Policies Commission in 1939 made a tabulation of federal activities in education. The Table of Contents fills three pages, but I suspect that as of July 1941 at least one more page would need to be added. I give you these facts to suggest that there is no longer a question of whether the federal government shall share responsibility for educational progress for all youth. It is a question of how the federal government shall share it; of how much shall be ex-

pended by the federal government, and thru what channels, and by what plans.

Before we go into that, I would like to tell you those four thumbnail stories of federal relations to education. They are, in a way, success stories—success stories of democracy in action.

Manasseh Cutler, Massachusetts preacher and organizer of the veterans going west to settle in Ohio, insisted on land grants for schools. This set the policy for all the new territories. Land grants for common schools alone totaled 81,000,000 acres. This is an area equal to all of Ohio, Illinois, and Indiana. By this method a young and struggling national government raised more than $50,000,000 to launch and support elementary education. Our great, free school system as we know it, enrolling one out of every four Americans as either a student or a teacher, rests to a very large degree on the foundation of the Ordnance of 1787 which declared, "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools, and the means of education shall forever be encouraged."

The second story begins in the town of Strafford, Vermont, at the beginning of the nineteenth century. In this town in 1810 was born to the village blacksmith and his wife a son—their first child. They named him Justin Smith Morrill. Thruout his long life, Senator Morrill never forgot the limitations of his education and the education of many boys growing up in that period. At the time that Morrill was in Congress, great changes were sweeping over American life. The first settlers found that the abundant yields of the rich land were not sustained. American railroads, steamboat lines, and industries sprang up on every hand. Technicians were needed and the people recognized that the older classical institutions of the East could not supply the training to meet the needs of the day. Morrill saw this too, so in 1857 he introduced a bill to set aside land grants for the establishment of colleges to teach agriculture and the mechanic arts.

A veto by President Buchanan did not swerve Senator Morrill and his associates from their purpose. Finally, with the coming of a new president, the bill was again passed and Abraham Lincoln saw the wisdom of federal encouragement to higher education. Later, in 1890, Morrill pushed thru another bill granting additional funds for stimulation of higher education. Today one-third of our defense engineering program, so important for the emergency, would not be in existence if it were not for the facilities established in the land-grant colleges. This is my second success story.

I will tell you the third. In the year 1900 the legislature of Nebraska passed a law requiring instruction in agriculture in elementary and secondary schools, but when the school superintendents tried to carry out this law, they found an obstacle. No colleges were prepared to teach teachers to teach agriculture. So there arose a demand on Washington for funds to promote the teaching of agriculture in teachers colleges. About the same time the National Association of Manufacturers became increasingly interested in the problem of an adequate supply of skilled mechanics for expanding industry. Our industrialists saw Germany making great progress

in world trade. They knew that back of this German progress was a skilfully planned program of industrial education. They knew that their own success in foreign trade would depend in part on technical education. And so at the turn of the century these two needs—the need of the farmers for more widespread education at levels below college, and the need of industrialists for trained men, added to the needs of women in homemaking—began to make themselves felt. Finally, on the eve of American participation in the First World War, President Wilson gave the proposed legislation his blessing and the Smith-Hughes Bill for federal aid to education for trades and industries, home economics, and agriculture became law.

My fourth story is closely related to the third. On May 10, 1940, the German army marched without warning into the Lowlands. That act of ruthless aggression alarmed all America. On May 28 the President formed the National Defense Advisory Commission. The day before this announcement, United States Commissioner of Education John W. Studebaker called a meeting of the leaders in vocational and engineering education. Foreseeing a demand for trained workers in a great national defense program, this group, assisted by state superintendents and directors of vocational education and superintendents of schools, prepared in swift fashion a plan to operate vocational schools thruout the summer. Their proposal was approved by the President and was passed by the House of Representatives the day after France fell. It was signed by the President on June 27, and four days later registration began in the vocational schools of America. By the end of the month, 80,000 were enrolled. By the end of September, 189,000 had been enrolled and some had already graduated into defense industries. By midyear, defense training had enrolled 340,000, and training for engineers, rural youth, and NYA workers was ready to begin. When the fiscal year ended on June 30, Commissioner Studebaker was able to report that the schools of the nation had trained 1,500,000 men and women for defense industries in one year. In the aircraft industry alone, two out of every three workers had received training in the public vocational schools.

In the First World War the newly hatched vocational education system was able to train only 61,000 men in 17 months. In this crisis our schools have trained 25 times as many men in 12 months.

This great achievement—this success story of education—has been made possible because the federal government and the states and localities have built soundly over a long period of years.

What meaning shall we read into these four stories of federal partnership in American education—the story of the Northwest Territory grants; the story of land-grant colleges; the story of vocational education; and the recent story of defense training? Let us ask about them some of the questions which are raised in regard to federal aid in general. Whenever federal aid is under discussion, bogymen are trotted out to frighten the natives. Bogie number one is this: "Federal aid means unreasonable control from Washington." I put the question to you. Do you know of any evidences of the federal government trying to control the education of public

elementary and high schools in the state of Ohio or Illinois or California or in the schools of any other state that has received school land grants? Did you ever hear of any presidents of the Universities of Illinois, or Wisconsin, or North Carolina complaining that the Office of Education interferes in their affairs? Do you know of any instances in which local schoolboards have found themselves hampered by the Office of Education in the adequate development of vocational education? I think the answer to these questions is a straight out and out "No."

Now for bogie number two: "Federal grants for education will be a terrible drain on the Treasury of the United States." Let us look at the facts. If you add all the federal funds going to land-grant colleges and all the federal funds for vocational education distributed in the last fifty-nine years, you get a figure of $386,000,000. That sounds, or used to sound, like a lot of money. But suppose we make some comparisons. Let us take the CCC to start with. Funds for the operation of the CCC for 1941 and 1942 would pay the entire bill for federal aid to education for the last fifty-nine years and leave $141,000,000 to spare. Yet few taxpayers grumble about the CCC. No, even if you add *proposed* expenditures for federal aid to education the total amount is still small in comparison with normal federal appropriations which are expected to average around $16,000,000,000 per year after the war.

Bogie number three: "Federal aid to public education will act as a deterrent on private education." What does the record show? Private elementary schools enrol about 2,250,000 pupils. This represents an increase of 81 percent since 1900, while the population was increasing only 71 percent. Private colleges and universities today enrol about half of all college students. Private vocational schools thrive in hundreds of cities. So we can say that federal grants have not prevented private education from marching ahead with public education.

Two facts are pretty clear from the record of experience of federal partnership in education: (a) that none of the fears have been justified; and (b) that all the hopes have been exceeded beyond the wildest imagination. I should like to suggest three lessons these success stories tell us.

First, the system of federal grants, either land or funds, can work. It produces progress. If it works for higher education and vocational education and defense training, it should work just as well for rural elementary education, health education, adult civic education, and other types of training.

Second, the experience shows that democratic decentralization builds a broader and stronger base for progress than any other method. The partnership of federal, state, and local forces with the main responsibility for action placed on the shoulders of local forces makes an unbeatable combination for progress.

Third, experience shows that the three musketeers of education—national, state, and local school services—can meet the social needs of a democratic society. Society is our customer. Education can deliver the goods.

THE STATE'S RESPONSIBILITY FOR AN EDUCATIONAL PROGRAM

ALONZO G. GRACE, COMMISSIONER OF EDUCATION, HARTFORD, CONN.

One of our major needs in this country is the development of a unified program of education—one that will make available to all the children of all the people an equal opportunity to develop their interests and their capacities to the fullest extent. What America needs is an equal opportunity for education, not equal education for all. We have arrived at a point in American education where it is essential that we reappraise and re-evaluate not only the program but also the organization of the system.

What are some of the fundamental issues that confront our citizens as far as public education is concerned? I will list three: (a) Does effective, democratic action require the centralization of educational organization and administration or does it require the strengthening of local initiative, responsibility, and control? (b) Is it necessary, in order to secure action, that federal agencies be created to undertake what states and localities might do were funds made available? (c) Shall it be the purpose of a state to administer education directly or what shall be the function of a state with respect to education?

If public education is to be conceived of as the cornerstone of the democratic order, it is essential that the school system itself be organized on a democratic basis. Growth from the bottom up is infinitely more important than domination from the top down.

Wise educators will support the idea that there must be national planning; that there must be financial aid to provide the equal educational opportunity. We have undertaken in the way of public education in this country what no other nation in the world has undertaken. It is unreasonable to believe that we can plan by separate units or that we can finance a universal educational system. This should not mean, however, that outright administration of educational programs should accompany either the planning or the financial assistance. The security of democracy is contingent upon the use of our states and communities to solve major problems and the problems that exist in communities.

The primary functions of a state are to provide sound guidance and leadership in the development of the educational program; to render those services that cannot be provided by individual school systems or which may be supplied better by the state; and to provide research and planning.

A school system exists in order that all the children of all the people, irrespective of race, creed, or economic status, may have the opportunity to develop those talents that permit free men to contribute their maximum endowment of mind and body to the insurance of their own happiness and the welfare of their fellows and to become a contributing constructive force in the preservation and improvement of the democratic state. It exists that men may learn how to live and how to make a living. Society must furnish the opportunity to make a living and to live a full life and society inevitably must be better because of this opportunity for the development of the mass.

EDUCATIONAL RESPONSIBILITY OF THE LOCAL SCHOOL DISTRICTS

SUE M. POWERS, SUPERINTENDENT, SHELBY COUNTY SCHOOLS, MEMPHIS, TENN.

I am reminded of what is said so often these days of the relationship of every citizen to the government. One hears from pulpit and platform the importance of education for citizenship—for a state and the nation is only as strong as its citizens.

It might be well to make a careful study of American education, beginning at Washington and then going to the states and from state capitals all the way down to the smallest school district. We should find out more about what is being taught. Since all children will be citizens, it would be well to make sure that the kinds of schools are established that will give the training all can profit by. Such an appraisal would result in many changes along vocational lines, especially.

The local school district has the responsibility much as every individual has—to be self-supporting, if possible. All that can be done to provide adequate education for all children and young people should be done first. Then, when such effort has been put forth, the state and the government should be tremendously concerned about providing the necessary aid. Their responsibility is definite and clear.

I cannot stress too much the need for local school districts to maintain their independence even tho they need financial assistance and direction from national and state leaders. Can you not see clearly how simple the whole program of education should be and how nation, state, and local districts are one? What affects one must ultimately affect all. The relationships are so well defined that there seems nothing to question. We must work harder than ever before to do all we can for our country's welfare. Defense schools must be operated night and day along all lines we are called upon to set up. Federal aid will be necessary for many types of vocational training in local school districts. And yet, it is the local school district's responsibility to see that good general, as well as specialized, educational programs are maintained at all needed levels. This is our responsibility also. Speaking for the local school districts large and small, I believe it should be said that they realize their place in the national and state plans and with proper support will be true to the trust.

RELATIONSHIPS OF FEDERAL, STATE, AND LOCAL GOVERNMENTS IN PROVIDING AN EDUCATIONAL PROGRAM

R. O. SMALL, DIRECTOR, DIVISION OF VOCATIONAL EDUCATION, STATE DEPARTMENT OF EDUCATION, BOSTON, MASS.

The federal government has a stake in the education of our youth. For twenty-four years we have enjoyed, profited by, and looked to federal leadership in vocational education, but I question seriously the policy of having

permanent programs of education set up, administered, and controlled by the federal government. We do not question the need for federal help. Federal funds for partial financial support of types of education are both necessary and desirable.

Many state and local units have neither equipment nor funds for meeting those needs of youth which federal agencies are now attempting to meet. But a federally dominated system should not be the answer to the question, "How can we secure the equipment and the funds?"

We believe that educational programs should begin in and grow up from the local community; should be helped as needed by the state and federal governments; should be helped in emergency situations quite dominantly but never permanently and completely.

Let the federal government help the state and local authorities to help themselves and we shall strengthen our form of government. Let the state and local authorities abdicate, or worse, let the federal agencies force them out of the responsibility and we will sap a source of national strength upon which our form of government must rely.

We believe that all education should be under established educational agencies—local, state, and federal—that when a new demand is made or a new type of opportunity is needed, the scope of the activities of existing established educational agencies should be broadened and supplemented rather than new agencies created.

We should look forward to the time when the programs of the NYA and CCC, with their valuable lessons learned by all, should be placed under the administration of state and local educational authorities, with the federal Office of Education exercising leadership and control of minimum standards and distributing financial aid.

The scope of their educational activities may well be broadened to include recreation, health, and physical education as well as work-education. A real work program with related instruction should be basic in the organization, and these activities should be available to serve all youth.

Educational leadership rather than educational control is the proper permanent function of the federal government.

Better Teachers for a Better World

BETTER TEACHERS FOR ELEMENTARY SCHOOLS

FLORENCE HALE, EDITOR, THE GRADE TEACHER, DARIEN, CONN.; AND MEMBER, NEA BOARD OF TRUSTEES

It is well that in America we are beginning to realize that the elementary schools are the most important part of our educational system. This is true for three reasons: First, children from the kindergarten thru grammar school are in the formative period of life when impressions are most vivid and likely to be lasting. Second, the elementary grades are the foundation for all future education. Third, a great percent of our potential voters never go beyond the elementary schools.

It is apparent, then, that teachers for these grades must be chosen with the greatest care. Already, higher standards are being required and correspondingly higher salaries should be paid. It is more important here than anywhere else in the school system that the elementary teacher should be a person of high scholarship and broad culture. This is especially necessary if we are to put greater emphasis upon the cultural subjects in the elementary grades.

The elementary-school teacher must be a person of firm character and good, common sense. Sometimes it seems as tho we had been living in a fairy world of wishful thinking in our schools these last few years. We have made our schoolwork thrilling and entertaining and have tried to reduce difficulties for our children to a minimum.

We cannot bring children up today on the supposition that life is going to be all sunny for them, that somebody else will always take the responsibility, and that their feelings are always going to be considered. This is going to be a cruel world for any young people whose education is based on that philosophy. The teacher must know enough about life to realize this and must have the stamina to administer his school in such a way that the pupils will be prepared to meet life as it is.

Children must be required to obey, to work out hard problems for themselves, to stick to things even when they are not highly entertaining. The teacher, however, must not be militant so that pupils will hate everything connected with school. He must have special talent and ability to maintain discipline and, at the same time, to make the schoolwork interesting and to help the children to see why it is necessary for them to conquer difficult problems.

This means that our teachers colleges must take greater care in accepting student teachers and not send out into the teaching profession those who manage to pass the examinations but who do not have high culture, force of character, and a sound philosophy of education. We have too many teachers who regard their work not as a profession but as a job. These need to be weeded out of the profession. Those who do attain these high standards must be adequately appreciated and recompensed.

The teacher should be a well-poised, mentally well-balanced person. There is no place for radicals or mentally or morally unstable persons in the teaching profession—least of all in the elementary school where the majority of our future citizens are forming their ideals.

Any teacher who cannot wholeheartedly support our Constitution and be loyal to our American way of life should be eliminated and allowed to do his "free thinking" outside the American schoolhouse.

BETTER TEACHERS FOR SECONDARY SCHOOLS

WILLIS A. SUTTON, SUPERINTENDENT OF SCHOOLS, ATLANTA, GA.

There are four essentials for better teachers for a better world. The first of these is that teachers shall know more. The broadening of our knowledge is one of the essential things in the great teaching occupation. Teachers must

not only know something but they must know the individual to whom that knowledge is to be imparted. Second, they must know more and more how to apply their knowledge and apply it to the individual student.

Third, if there are to be better teachers for a better world, teachers must be better individuals themselves. Character is the greatest essential of a teacher because we teach so much more by what we are than what we say or even what we do.

Fourth, and last, if we are to have better teachers we must have people who can inspire young people to be better than their teachers and their parents are. Possibly I would eliminate a great many teachers by this test, but if I cannot inspire a boy to do better than I have done myself, then I doubt whether I should be a teacher.

There is another great danger to education that we must guard against. It is the danger that politics may eliminate good teachers, good college presidents, and good people from the payrolls, and that the power of the politician may be substituted for the great incentive of the search for truth. Never in the history of this country have we needed to be more alert to the one great cause that education is to set a man's mind and soul and body free; that he shall be free to think, to plan, to work, and to vote as he feels is right, and that these liberties which he has achieved and which he is now participating in and enjoying shall not be made the basis of taking him away from his work and from his search for the Eternal Truth.

Never have we reached such a high state in the study of education as we have reached today. More books are being published; more courses taken; more types of investigation made into the child mind; and more ideas of continued education and adult education brought forward than ever before. The people of a community must know and understand their schools; must appreciate and expand their usefulness, but never must they, or those above them, seek to control them for selfish purposes.

There is another phase of the status of education in the United States that calls for most careful thinking and discussion. How far has the moral element been neglected in the training of our people? Have we quickened the intellect but dulled the soul? Have we taught more of science and less of religion? These are questions that should receive careful and thoughtful consideration.

Let us look the situation square in the face and go from here with the determination that we shall strengthen education in its financial respects; that we shall broaden our own conception; and that we shall deepen our spiritual lives and the lives of those who come in touch with us, that the educated man or woman may not become a law breaker, but a conservator of all that is good, a preserver of all the best that is in the past, and a light to guide our feet in the future.

BETTER TEACHERS THRU PREPARATION AND CERTIFICATION

R. E. JAGGERS, DIRECTOR OF TEACHER TRAINING AND CERTIFICATION, STATE DEPARTMENT OF EDUCATION, FRANKFORT, KY.

Three years ago the National Education Association Committee on Teacher Supply, Preparation, and Certification undertook the task of finding out what are the common beliefs held by people as to what should enter into the preparation of teachers. Educational leaders from all the states made known their beliefs. The Committee compiled these beliefs, combined them, and stated them in a Platform of Principles. The committee from the American Association of Teachers Colleges collaborated with the Committee on Teacher Supply, Preparation, and Certification and the combined group is promoting what it believes to be a valid national concept of teacher education. This Platform of Principles is believed to represent what America thinks should enter into the education of a good teacher.

What are these beliefs?

1. We believe that this democracy of ours wants leaders in learning, leaders who have an understanding of the objectives of our government, who are familiar with its articles of faith, and who understand the purposes and functions of education in our American democracy, leaders who can guide learners in the selection of worthwhile activities and experiences, and can aid them in using their powers in achieving their life purposes.
2. We believe that the education of a teacher in our democracy should lead to an understanding of those problems of social life which are of common concern to people.
3. We believe that a teacher in our democracy should be provided with those experiences during his period of preparation which will help him to have an understanding of problems at the school level and in the learning areas in which he is interested, and for which he has aptitude.
4. We believe that the American teacher should understand his relations to teaching as a profession, and should be able to employ his knowledge and understandings in learning situations.
5. We believe there should be a continuing program of evaluation and of testing our ways of teacher preparation and our concepts in the light of research and study.

If these beliefs are to be effective in the preparation of a teacher it is necessary that teacher education should be carried on only in those colleges which understand American objectives, the articles of faith, and the purposes and functions of education in our country; that those colleges which presume to give preservice preparation for teaching should have faculties who know how, are willing, and have the ability to implement the American concept of teacher education; that teacher education should be carried on only in those institutions which use democratic processes in their organization, control, and faculty-student relations; and that teacher education should be carried on in those institutions where faculties work *with* students instead of *working* the students. We act to a large degree the way our teachers act instead of the way they tell us to act. Since this is true the faculty members who would develop a teacher for democratic schools must use example as much as precept. One of the significant needs in teacher educa-

tion is to get those who prepare teachers for the schools to practice the democracy they preach.

If a person is to be an effective teacher in our democracy he must sometime before he enters the profession learn to respect people. Freedom of worship, of speech, of press, and of assembly are sufficiently valuable that we should go to war to preserve them, but we must write our primer of democracy in such terms that it will be meaningful to the man in the street.

If we do not keep united, establish justice, insure domestic tranquillity, provide for the common defense, and promote the general welfare, we will lose our liberty. In order that we keep conscious of this danger let us keep before us the articles of democratic faith and remember that the individual is of surpassing worth, that the world belongs to all men, that people should share in their own government, that human beings can be trusted and should be free, that methods of peace are superior to war, and that minorities must be respected. If we keep this faith we will be good teachers.

A GUIDANCE PROGRAM FOR BETTER TEACHERS

HOWARD WELLS, ASSISTANT IN INDIVIDUAL GUIDANCE, OAKLAND, CALIF.

Possibly there is no other single factor which can do more to release and give worthwhile direction to those latent forces and potentialities within the pupils than a kindly, friendly relationship, backed by thoro understanding, initiated by the counselor or teacher.

Methods of counseling and guidance differ considerably in varying school systems. In developing a plan there are many questions which suggest themselves to a counselor. Is the pupil in the grade best suited to his needs and abilities? Is the course in line with his interests and abilities? Does he need remedial work in reading or mathematics? Has there been a recent medical examination, including tests of hearing and vision? Are the home conditions conducive to sound emotional development? Would he profit by contact with a boys' club, the Scouts, the Y. M. C. A.? If the pupil has been delinquent, what others have been associating with him? This is an excellent way of spotting predelinquents.

The problem of sponsoring is the problem of human relationships, of hunting for and finding the good that is in a person, and of making that which is good grow until it dominates the whole personality. Interestingly enough, the sponsors report the greatest growth within themselves. Many a person is doing much better teaching because the counselor knew the problems and needs of his group and was able to interpret them to the teacher.

A counselor should have available and should assimilate a well-rounded background of information on each pupil in the counseling group. This should be supplemented by frequent reports from the teachers as to the current adjustments the pupils are making, particularly those who seem likely to have difficulties. The counselor in turn should assist the teacher in understanding problems as they arise and in working out together plans for their solution, thus affording in-service training. A plan should aim to correct significant deficiencies and to build on the pupil's achievements. The ful-

filment of the plan can best be attained by having one teacher who has a friendly relationship with the pupil assume the responsibility of becoming a personal confidant of the child.

But all the knowledge, all the understanding, and all the planning can become as sounding brass and tinkling cymbal unless the men and women working with these youth are permeated with a sincere affection for human beings and an intense devotion to the obligations of their profession. When that young lawyer from Illinois was concerning himself with the problems and needs of his neighbors he was not only helping them but he was creating a Lincoln. "He who does a good deed is instantly ennobled," said the sage of Concord. If it is true that a lack of satisfying, friendly relationships makes delinquents, the converse is also true that wholesome friendships build men. The men and women who are willing to work thru the problems *with* these young people learn the true meaning of friendship. Friendship does bring out those qualities of strength and beauty of character which make for a great citizenry. Friendship is creative. Friendship is dynamic.

DISCUSSION GROUPS

Wednesday, July 2

How Essential Is Federal Aid to Education?

INEQUALITIES IN EDUCATIONAL OPPORTUNITIES

C. MARGUERITE MORSE, PRESIDENT, FLORIDA EDUCATION ASSOCIATION, CLEARWATER, FLA.

When we survey the opportunities offered pupils in the elementary and secondary schools in our nation, we are impressed with the wide variance in the opportunities granted the youth of the land, that is, if length of school term and moneys available for the public school are criteria on which to base such an observation. Following are some statistics:

Where in one state a pupil may attend school 19 days, in another, only 12.
Where in one state 27 out of every 100 children do attend high school, in another, only 11 out of every 100.
Where one state may spend $5, another only $1.
For every $4.70 a teacher draws in one state, in another, only $1.
Where $6 is spent on school property in one state, $1 is spent in another.
Where one state has $7 per capita for each child, another has $1.

The inequality in educational opportunity in elementary and secondary schools for Negroes and other minority groups is an immediate social problem.

Inequalities also exist between the elementary and secondary schools within the same areas. Instances occur within a single city or county where the length of the school term for elementary schools is twenty days less than that for the secondary schools in the same city or county, and when shortage in the salary fund occurs, the elementary school is the first to be closed.

Salaries in many cities decrease from high school to elementary school, being less as the grade taught goes from high school to kindergarten. Also, the salaries by grades are lower for cities of less population than for larger cities.

Salaries are but one of the factors in the support and maintenance of schools. Under "Instruction" such items as library, classroom supplies, promotion of health, and other instructional expense as well as the maintenance and operation of the plant must be considered in the opportunities given boys and girls who attend school.

The teacher qualification is also a potent factor in educational opportunity for pupils. The years of training and study beyond high school and experience are a fair criteria of qualification and possibly the only objective ones available.

That the nation as a whole and separate states, too, can bear additional expenditures for education without undue personal hardship seems fair to assume since the nation can spend billions on nonessentials such as alcoholic beverages, tobacco, soft drinks, chewing gum, and movies.

When the public understands that the educational opportunity for all the youth of the country can be equalized if and when aid comes from the federal government to bring about this equalization, I believe the public will give its support.

EDUCATIONAL PROBLEMS AND NEEDS SURROUNDING MILITARY CAMPS AND DEFENSE INDUSTRIES

H. F. ALVES, SENIOR SPECIALIST IN STATE SCHOOL ADMINISTRATION, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

The enlargement of existing as well as the location and construction of new military and naval reservations and industrial establishments have necessitated and will necessitate a rapid shifting of population. Today, after nearly a year of the emergency, hundreds of thousands of families are living under roofs not known to them or anyone else several months ago. But moving large numbers of families from one community to another and from one state to another is forcing us to recognize many problems relating to the education, health, and general welfare of youth and adults.

Senate Resolution 324, dated October 9, 1940, called upon the Secretary of War "to make a full and complete study and investigation of all school facilities at or near naval yards, army and naval reservations, and bases at which housing programs for defense workers are being carried out or are contemplated."

The United States Office of Education was called upon to make this study, which centered attention on three specific questions, namely: (a) whether such housing programs would necessitate additional school facilities, (b) whether the communities adjacent to or near such yards, reservations, and bases are financially able to provide such additional facilities as needed, and (c) whether the federal government should provide such additional facilities for the community.

Reports of estimated needs, submitted to the United States Office of Education, show that there is an imperative need in many localities for school facilities to accommodate children of personnel connected with activities essential to the national defense program, and that in defense areas many local school administrative units faced with the problem of immediately providing school plant facilities and teachers for a large number of additional children of school age are without authority to obtain thru regular channels additional funds for these needs.

The findings of the study of school needs in defense areas show that (a) school plant facilities should be planned and constructed at the time family housing facilities, public and private, are programmed and built; (b) the federal government, as the responsible agency for the removal of school children into localities, few of which can provide adequate school facilities for them, has a definite responsibility in assisting states and their respective local school administrative units (at and near defense areas) in providing for educational facilities for these children.

Recommendations were made in January by the United States commissioner of education. In June Congress passed H. R. 4545 "providing for the acquisition and equipment of public works made necessary by the defense program." This bill authorizes the expenditure of $150,000,000 for "public works" and includes schools among the specified recipients of federal aid.

LABOR'S VIEWPOINT ON FEDERAL AID FOR EDUCATION

RALPH HETZEL, JR., DIRECTOR, ECONOMIC DIVISION, CIO, WASHINGTON, D. C.

One of the first expressions of the organization of labor in the United States was the campaign for the establishment of free public education. As the educational system has grown and the nation has prospered, labor has not forgotten its early aims altho the expression of these aims has changed with the changing problems of education.

When today we in America seek out the reasons why our hope for equal educational opportunity for all is not yet fact, we find certain definite obstacles. Primary among these obstacles is the lack in many places in this nation of adequate school facilities, both in physical equipment and in personnel. This lack led to the establishment of the President's Advisory Committee on Education in which labor actively participated. The Committee took formal cognizance of the fact already known to many—that the inequality of educational facilities can be remedied only by improving the financial structure of school support.

Labor has continually joined with those seeking to translate into legislation the proposal that these inequalities be attacked by the use of federal funds for equalization. Within the past few months, President Murray of the CIO has presented a statement in support of a bill now before the Senate of the United States to provide for federal aid.

If we were to make any criticism of the pending proposals, it would be that they do not go far enough. Nonetheless, we feel that now is the im-

portant time to establish the principle of federal aid, looking forward to the time when the federal government can turn from heavy expenditures on armament.

We believe that federal aid will promote the principle that public services such as education should more and more be supported by progressive or ability-to-pay taxes rather than from taxes which rest with unequal heaviness upon the poorer people. As yet the federal tax system is the only tax system that can collect funds according to ability to pay thruout the nation as a whole and distribute them according to the need of the people without hindrance from local or state boundaries.

Labor does not believe that federal aid implies federal control of education. Control of education is fundamentally the function of local communities.

Even the establishment of equal educational facilities thruout the nation does not necessarily mean really equal educational opportunity. The fact still remains that many children must leave school when their education is only partly finished, and when they have not exhausted the advantages that they could get from further schooling. We believe that a really democratic nation must forever seek the goal by which every child shall have as much educational opportunity as its abilities justify, regardless of its economic station or race or creed. When we reach that goal we shall be beginning to mine the enormous resources of our people's capacities.

FEDERAL AID AND NEGRO YOUTH

JOHN W. DAVIS, PRESIDENT, WEST VIRGINIA STATE COLLEGE FOR NEGROES, INSTITUTE, W. VA.

The following conclusions are indicated from a study of the South with respect to the education of Negroes and whites:

1. The effort to support education on the part of the South as measured by the percent of all tax collections expended for schools, places the South in a favorable position when compared with other sections of the country.

2. The dual system of schools operates in a section of our country less able to carry two separate systems of education than any other region in America.

3. In the South there is a total inadequacy of funds to support all education and the financial handicap in education as often suggested is not caused by the biracial system of education which is maintained there.

4. The heavy educational disadvantages of Negroes in the South place grave limitations upon the constructive contribution which they can make to the life of the South and nation economically, politically, and spiritually.

5. If the children of the South, white and Negro, are to have the educational advantages available to other children of the nation, special federal legislation or special financial support for public schools must be provided. In the South we have 28 percent of the nation's population and 9 percent of the nation's income, while this section is called upon to educate 33 percent of the nation's children.

It is nationally important to have all sections of America marching toward the same goals of educational achievement desirable for all the children in the nation. Federal and state funds which may be used in reaching these goals must carry safeguards against discrimination in the use of such funds among the children of different races.

Negro youth will benefit from federal aid if it is allocated upon a basis of comparative financial need and not upon a basis of population in the various states. The population distribution would increase present educational disparities between states. The educational needs of Negro youth call for special treatment in the form of safeguards which would prevent an increase in the inequalities in the financial support of schools for whites and Negroes within the same states. Every effort must be used to offset any federal aid to states based upon a racially designated population ratio since this would yield less than the amounts which are now available to Negro education in certain states.

Negro youth have great needs in areas of vocational training, guidance, apprenticeship education, trade and technical education, recreation and playgrounds, nursery-school education, adult education, and other fields of specialized training. For this group, school buildings and library facilities are everywhere inadequate.

What Kind of Education Should Free Men Have?

THE DISCIPLINE OF FREE MEN

EMILY TARBELL, PUBLIC SCHOOLS, SYRACUSE, N. Y.; AND MEMBER, EDUCATIONAL POLICIES COMMISSION

Discipline is needed in the education of free men. In the book, *The Education of Free Men in American Democracy,* discipline is defined as "the putting of loyalties and knowledge to efficient use, the ordering of life in the light of understanding and toward the attainment of purpose."

To be truly successful education must develop in free men the stamina to carry tasks thru. The foundation for successful living will be laid in the school with training in the performance of tasks well done. Self-discipline is not a stranger to our young people altho they have a light way of expressing their belief in it. Given the right incentives our young people have ably demonstrated their fervor, their capacity for work. Ours is the task to provide those incentives.

Are we setting up democracy as an ideal or are we placidly taking democracy too much for granted? Are our young people taking it too much for granted? Thru picture, song, and pageant, we need to make democracy more "glamorous" for our boys and girls. Creating an understanding of democracy, inspiring a devotion to democracy, cultivating in every young person the desire to give some part of his time to community welfare, not to pause, as some do, with casting a perfunctory ballot—all this is part of discipline in the education of free men.

A discipline for free men is assumed voluntarily—assumed by the individual for the general good. It is oftentimes easier to accept superimposed discipline than to cultivate self-discipline. Developing self-discipline is a bigger job than demanding and securing blind obedience. Realizing discipline in a democracy calls for sustained efforts by our educators. But the results are well worth those constant efforts.

Young people blossom under the right kinds of responsibility. Note the student development where there is opportunity to discuss, to formulate, to obey, and to enforce rules of the school thru a capable student government organization. In the education of free men there is ever discussion of and thought upon vital questions, discussion and thought arousing in the student a consciousness of the importance that each individual has in promoting the general welfare.

QUALITIES OF DEMOCRATIC EDUCATION

LAURA M. BRAUN, TEACHER, PEABODY HIGH SCHOOL, PITTSBURGH, PA.

Democracy is not merely a form of government. It is a way of life; a set of social habits; a code of ethics. It believes in fair play; in respect for the rights of others; and in the proper defense of one's rights. It relies upon reason rather than force to sway public opinion. It practices love, not hate; tolerance, not intolerance; truth, not lies; forbearance, not retaliation.

As the form of national government is the channel thru which the ideals of the people are transmitted into practice, so the student activity program is the channel thru which boys and girls may practice the ways of self-government and gain experience in the sphere of human relations and social values. Early in the semester each homeroom elects a president and other officers. Thus hundreds of officers get experience in an executive position, while all the students experience the privilege of electing their own officers and directing the policies of their own groups.

To make this quality of democracy in education function effectively, the student activity program must be fully recognized and purposefully developed as an important part of the school's work. The school paper must be a means for forming and informing public opinion on school and community problems. Student elections must be conducted with high standards. The student government association must provide practice in democratic procedures. Clubs must be conceived and operated in terms of service to the group and enrichment of individual lives.

History shows in its account of the evolution of democracy that when self-determination has once been experienced, it will not be relinquished. It may be curved for a time, but it will rise again and it will persist.

American educators have recognized this quality of democracy, and the American public school thru its life and program is fostering, and in the future must more purposefully foster, these traits that are the substance of democracy. We are incorporating into the behavior and the experience of boys and girls and youth the patterns of democratic living. We have faith that this experience will not be relinquished and that democracy will endure.

DEMOCRACY AS A GREAT SOCIAL FAITH

F. B. KNIGHT, DIVISION OF EDUCATION AND APPLIED PSYCHOLOGY, PURDUE UNIVERSITY, LAFAYETTE, IND.

A clear notion of what freedom for an individual is will help us to educate children away from immaturity toward the freedom of bona fide maturity.

There are foes to freedom for the group and the individual which lie outside the individual. Contact with these rests mainly with the group. Such foes are unwise, ill-natured, stupid, timid, or vicious leaders in our democracy itself. For example, an unwise editor, an ill-natured mayor, a stupid governor, a timid captain, or a vicious politician are in their own ways foes to freedom of the average citizen. Weakness within a democracy is a foe to freedom as dangerous as any strength of foreign military force yet conceived by man.

Genuine freedom of an individual does not depend solely on outside circumstance. One's mastery or lack of mastery of himself affects his real inner freedom. On paper at least, it would be possible for a philosopher to experience more inner freedom under a dictatorship than a "spoiled child" would experience tho he lived in the democratic freedom of Main Street, Ann Arbor, Michigan. It is with this inner freedom of the individual that teachers should be especially concerned.

A free man in the scientific sense is the man who thinks what he wants to think when he wants to think it, feels what he wants to feel, does what he wants to do, is what he wants to be, resides in a world of reality and fact —not in an unreal world of dreams, delusions, make-believe. A free man really looks out for Number One on a basis which pays him in terms of high-level personal and social living. Grudges, vindictiveness, and hatefulness may pay a child but they are bad bargains for a mature man.

In education the simplest truths are the most profound and inescapable. They are also the most neglected. Too often we can count on education to substitute the futile for the potent, the plausible for the essential, the phantom for the real.

Education of youth toward genuine freedom is that education which is administered by teachers who themselves are free. Education toward genuine freedom is not textbooks about freedom, but being influenced by the daily examples of really grown-up parents, neighbors, and teachers; not pep talks about character education, but living in close contact with men and women who have high integrity, real self-respect, genuine character.

What one is speaks so loudly that what he says cannot be heard. If teachers will improve themselves they need not be anxious about their pupils. If schoolboard members, superintendents of schools, principals, and classroom teachers live the lives of free citizens in a free democracy, they will by this fact teach a love of and a practice of democratic freedom to their pupils.

What kind of a person—as a total 24-hour-a-day individual—is the teacher of my child? This is the most crucial question a parent can ask about a school and the education it is giving.

A Fair Start for the Country Child

BETTER COMMUNITY RELATIONSHIPS NEEDED FOR THE COUNTRY CHILD

MRS. GILBERT GRANT, PULASKI COUNTY RURAL SCHOOLS, LITTLE ROCK, ARK.

There are today millions of boys and girls attending rural schools, schools for the greater part inadequate for the purposes they should serve, inadequate in construction, materials, teachers, and community guidance. If our country and its ideals are to survive and flourish these rural communities must be improved, their school standards must be raised, their family ties must be strengthened, and their everyday lives must be made happier and fuller.

The school should be the life center of the community. From it must go those lessons, those helps which will make the community a better place in which to live. In our seeking more efficient and effective schools, we have advocated consolidation, a larger administrative and a larger taxing unit. In doing these things we have in many ways improved our schools but we have also in many places helped to kill our rural communities. We have taken away small schools—inefficient perhaps as schools but important as community centers—and have not been careful enough in seeing that adequate substitutes were installed. The larger school must serve a larger purpose in community life as well as in providing educational advantages.

Common fellowships, common occupations, and like amusements bring together those who participate, and the community will be a better and happier place as a result of these things.

No teacher can go farther than he is able to take his community. This is especially true in rural areas. These are people who are bound together; closely knit by ties of blood, friendship, occupations, and common needs. There, life stretches before us like a hooked rug. The school is the centerpiece whose color scheme, whether drab or beautiful, is determined by the buildings, materials, pupils, and choice of teachers. From this centerpiece radiate little splashes of color—parent-teacher groups, father and son programs, and 4-H Club activities, all adding to the character of the rug. The community is the background and there is determined what the rug is to be. The centerpiece may be lovely but if the background clashes with it the entire pattern is ruined—while a soft harmonizing background tends to bring out all that is best. Around this stretches the border of the economic, social, and religious life of the community and on the strength of these three factors much depends as to how long the rug will retain its shape and beauty or as to how soon it will fall apart and be brushed aside.

We teachers have much to do with the hooking of this rug. We help compose the materials that go into the center. We help choose those materials that make up the little splashes of color and it is ours to blend the background so that the finished effect will be harmonious and lovely. Ours is a great task, a greater opportunity. Even so, we must have outside cooperation. We can plan the pattern and we can determine the materials but we cannot construct alone the finished product. We cannot produce alone the

strong, sturdy, economic lives, the happy, healthful, social lives, or the sane, sound, religious ones. The task belongs to all. All must join hands and help just as all will share in the benefits—rural children growing into sound, strong, healthy, intelligent, and nation-serving men and women.

CURRICULUM NEEDS OF RURAL CHILDREN

LOIS M. CLARK, ADVISER, EARLY CHILDHOOD AND ELEMENTARY EDUCATION, DEPARTMENT OF PUBLIC INSTRUCTION, HARRISBURG, PA.

Respect for and belief in the worth of the individual is a fundamental aspect of the democratic ideal. It applies equally to the rural and to the urban child. To be meaningful, however, it must be interpreted and brought to reality thru the human relationships of everyday life as the persistent problems of living are being met. Because the relationships of everyday life and the forms which persistent problems of living take differ in various communities, and because the school must translate its concern for the individual into practices which relate to his particular background, the democratic ideal of respect for personality influences the immediate curriculum needs of the rural child.

We do not know what the rural child is like. Studies have been made which seemed to show that he is less intelligent than the urban child. A careful evaluation of these studies indicates, however, that their findings are not wholly trustworthy. Actually, they indicate not inferiority or superiority but only difference; the rural children tested were different in what they knew and in what they were able to do. Some studies have shown that rural children have too heavy work responsibilities and that they need to play more. Others have indicated that the rural environment supplies an inadequate opportunity for the development of effective language. Still others indicate too limited social contacts.

All these and other studies, however, are fragmentary. Their findings are not sufficient to tell us all we need to know about the rural child. At a time when rural life varies from extreme isolation to near-urbanization, there can be no single generalization as to what the rural child is like. Rather, there must be studies of children in a wide variety of rural homes and communities to discover how the life of the child is affected by typical rural patterns of living.

It is evident that what the child is cannot be clearly separated from the environment in which he lives. Nevertheless, it is helpful to go beyond the child in the study of that environment in order to determine possible further influences on curriculum needs.

Obviously, the larger pattern of our society affects the needs of all children. In one respect, however, it has an effect upon the needs of rural children which is not exactly duplicated elsewhere. In our present pattern of economic life many of the children who grow up in rural communities must find their vocational opportunities and live their adult lives in urban communities, often far removed from the ones in which they grow up. Hence, in considering curriculum needs arising chiefly from the social

pattern in which the rural child lives, attention must be given not only to his present community but also to the larger world which is potentially his.

Because there is no one pattern which is common to all rural communities, many types of communities need to be studied in order to discover what rural environment is like. Certain general features seem typical, however. The rural community offers great opportunity for acquaintance with nature and for the development of understanding of natural laws. This opportunity may not be well used, however, unless the school sees the need of such use and is able to give effective help. The rural community enables the child to know intimately, often thru responsible participation, many of the work activities thru which the needs of his family and of others are met. This knowledge can and should be broadened and expanded into an understanding of the complex system by which presentday civilization meets its needs. Furthermore, if the child's identification with work activities has been too complete, if he has had too much work experience, he may be aware only of his fatigue and of his dislike for the work he has to do. In such an instance, help may be needed in correcting his distorted viewpoint, in overcoming an undesirable emotional reaction, and in supplying compensatory types of experience which will give him a more rounded experience.

The rural child is likely to be a contributing member of a family unit which carries on many of its activities as a unit. This identification with a closely knit group tends to give him a sense of belonging which is basic to mental health. He may need help, however, in gradually becoming independent of that family unit as he grows to maturity. This child is likely to live in a neighborhood where community problems are met thru cooperative effort and where the influence on behavior of community attitudes is persistent and strong. Such strong community influence tends to make him conform to fairly well-fixed and long-used patterns of living; it tends, also, to give him a desirable sense of security.

Our concern with the rural environment as a factor in determining curriculum needs has a twofold significance. For one thing, the child is what he is partly because of his environment. We are able to understand what he is only in relation to that environment. For the other, the child's curriculum needs are determined in part by what his out-of-school environment can or cannot contribute to his continuing growth.

It seems clear that rural children do have distinctive curriculum needs. It is equally clear that they share with other children many specific curriculum needs as well as the broad, general needs from which specific needs arise. Since it is evident that many of our assumptions concerning the nature of the distinctive curriculum needs of rural children need to be verified and made more accurate by careful study, certain generalizations with regard to such studies may be made:

1. Needs can be determined only in relation to a threefold core of knowledge: knowledge of and belief in a desired way of life, which is accepted as ideal; understanding of the particular child; and understanding of the environment in which he lives.

2. Because this is true, no single statement of the curriculum needs of rural children can be set up which will be equally applicable to all rural-school situations.

3. It follows that many studies of rural children in varying types of rural communities are needed, out of which may grow a broad fund of knowledge of curriculum needs, and from which more adequate curriculums to meet local needs can be developed.

4. Because of the important role in American life played by rural people and the rural child, comprehensive studies of rural children and their needs would be particularly fruitful for the development of an increasingly adequate educational program and an increasingly satisfying life for the American people.

Health and National Defense

ACTIVITIES IN HEALTHFUL LIVING

ERNST HERMANN, DIRECTOR AND DEAN EMERITUS, SARGENT COLLEGE OF BOSTON UNIVERSITY, BOSTON, MASS.

The struggle of survival developed first our physical skills, then our intellects, and finally our social consciousness.

Our better understanding of physical, mental, moral, and social health has made us realize the interdependence of individual health and character and of social behavior. All studies made of the development of character and personality point to the importance of *doing,* and further also to the fact that cooperative doing has a profound influence upon social behavior. By means of doing, man climbed from a lower animal state to his present physical and intellectual eminence. Man's intellect grew thru the strength of his loins and the skill of his hands. Whenever his senses received stimuli, he had to react by doing.

Let us continue to develop our playgrounds and our athletic fields and our sports reservations, but let us recognize the fact that millions in our large cities never get into the great outdoors.

The creative instinct is probably our most dominant emotional force. We must at all times stimulate and develop creative activities to make life richer and fuller. The training of the hands thru a great variety of interesting tasks is particularly to be desired in early and later childhood thru the use of varied tools and materials. Since we must face shorter working hours for every man and woman, due to increasing mechanized living, it will be of increasing importance that we develop in childhood the love for doing and creating. If we can, thru playgrounds, athletic fields, and sports, develop a lifelong interest in some forms of outdoor activities, and hand in hand with this develop the arts and crafts and other indoor recreational activities, we will promote physiologically, mentally, and socially healthful living. I advocate a year of camping during these important growing years. We should stress the activities which have carry-on values. We cannot of course neglect the activities which have carry-over values.

Modern man lives in overheated rooms with dry atmospheres. He dresses too warmly. He rides to school and office. He never exposes his respiratory and heat-regulating mechanism to the elements. Good skin action is a great health asset. It is for this reason that we should develop all our outdoor resources and emphasize particularly winter sports.

The most important purpose that political institutions can achieve is to keep alive in individuals creativeness, vigor, vitality, and the joy of life. What is wanted in order to keep men full of vitality is opportunity, not security. Security is merely a refuge from fear; opportunity is the source of hope. The chief test of an economic system is not whether it makes men prosperous or whether it secures distributive justice, but whether it leaves men's instinctive growth unimpeded. To achieve this purpose, there are two main conditions which it should fulfil: it should not cramp men's private affections, and it should give the greatest possible outlet to the impulse of creation. There is in most men, until it becomes atrophied by disuse, an instinct of constructiveness, a wish to make something. The men who achieve most are, as a rule, those in whom this instinct is strongest; such men become artists, men of science, statesmen, empire builders, or captains of industry, according to the accidents of temperament and opportunity.

PROBLEMS IN HEALTHFUL LIVING

HAVEN EMERSON, M. D., COLLEGE OF PHYSICIANS AND SURGEONS, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

The object of school teaching should be to prepare children with facts upon which they can form their own opinions, by thinking thru the relation of choice of food and drink to their health and their way of life. The content of such teaching should include information upon the chemical and physiological, the physical and functional effects of alcohol on the human being.

Much of the knowledge about alcohol beyond its simple chemical and physical properties is difficult to teach to any but high-school students and not possible even to all of them. Only by gradual building of informed and prepared minds in children of the early grades can the intricate and involved effects of alcohol on human conduct and social behavior be taught in the latter years of schooling with any residue of reason and conviction left in the child's mind when he meets the challenges of the drinking environment. The strongest answer to propaganda, partisanship of opinion, emotional evangelism, and other undesirable unilateral forms of teaching is the cultivation of well-informed minds and the habit of independent opinion based on the facts. This is the function of school teachers.

At a time when precision, speed, alertness, endurance, and general competence of body and mind are at a premium as the essentials for preservation of our form of government and a stable society, in the face of forces of disintegration and brute use of the power of enslavement, it must be evident that tolerance of alcohol, which invariably dulls the mind and slows the body, weakens the conscience and makes men vulnerable to disease, is at least unpatriotic and under some circumstances actually

treasonable. Among the effective contributions of the educator will be his teaching the truth about the effects of alcohol on the human body.

For those whose spirit persuades them of the force of moral arguments against alcohol as an enemy to man's highest qualities of behavior there are the churches and communities of religious worship which can be relied upon to use their influence for temperance and for abstinence.

It is for us who are the trustees and interpreters of the facts assembled by our predecessors and of the sciences of today to make sure that no honest truth concerning any such hazard and handicap to life as alcohol is withheld or forgotten in the teaching of the school children, with whom it is our privilege to travel for some of the most formative years of their lives.

THE MIND AND HEALTHFUL LIVING

DOUGLAS A. THOM, M. D., DIRECTOR, HABIT CLINIC FOR CHILD GUIDANCE, BOSTON, MASS.

The mind is that aspect of the organism thru which are expressed the functions of consciousness, thinking, memory, desire, disposition, judgment, and understanding. All conduct, all intellectual activities, and all emotions are the products of mental processes.

Body and mind are no longer looked upon as separate entities which cannot be dissociated. We can easily demonstrate that alcohol, syphilis, extreme fatigue, hunger, and improper food do affect the mind; memory is shattered, judgment becomes distorted, desires appear perverted, opinions become less valid when unhealthy living is carried to extremes, and all mental functions are impaired by indiscreet living. There must be a satisfactory state of integration between the physical and mental aspects of the human organism in order that healthy responses may result.

Health is a matter of function, not anatomical anomalies. Nor is it a static condition. It must be evaluated in terms of the individual's adjustability in regard to the varied environmental influences to which he is subjected.

Healthy living is dependent upon a healthy mind making adaptations to insure the attainment of desired goals and aiding the individual to meet the problems of living confidently and courageously, even in the face of failure, disappointment, and disaster.

The human organism has certain needs, all of which may be satisfied by normal, healthy, direct, and conscious strivings, common to all mankind. The organic needs of a child are so obvious that they are rarely overlooked, tho these needs may be catered to unwisely. But such needs as affection, a feeling of "belongingness," the hunger for power and attention, and the desire for security are all too frequently overlooked or, when recognized, are considered as some perverted twist that has intruded itself from without into the personality make-up of the child.

Harmony between one's personal needs, desires, appetites, and the social ideal is essential to mental health. When conflict exists between individual

behavior and social standards, the individual is neither happy nor efficient, nor has he any sense of security about life.

A successful adaptation to life involves taking what one has and making it serve its most useful purpose. The various components of success are health, prosperity, prestige, and love, which, integrated, lead to a feeling of security. The mental state based on this security is fundamental to individual mental health.

Home, school, and church are sources of education of the child, means of establishing acceptable and constructive patterns of behavior. There is a great need for an intelligent group of educators who are actively engaged in dealing with the problems of the mental, emotional, and physical development of children to draw more freely upon their own experiences, to give more consideration to their own observations, to develop more confidence in the value of their own understanding.

Education is not only a means of directing children to the acquisition of knowledge of the world about them, but a force enabling them to learn how to live in the existing environment.

Family Life and Education

FAMILY LIVING AND OUR SCHOOLS

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Family Living and Our Schools, a joint publication of the Department of Home Economics of the NEA and the Society for Curriculum Study, is particularly valuable thru the extensive use and analysis of illustrations of what schools are now doing, and thru the constructive guides given for curriculum building.

Thru the richness of the illustrations chosen and the method of presentation, a sense of confidence is established that schools working with parents can contribute effectively to education for family life. Thru analyses of the illustrations, the authors show gaps and weaknesses in existing programs in a way to indicate direction for needed developments. The way in which the illustrations were gathered gives weight to the thesis of the book that education for family living can make a difference in the home life of the people.

The illustrations are described in sufficient detail to be suggestive to a teacher who is looking for help or to groups of teachers who wish to work together on one or more problems; and in such a way that they serve to stimulate teachers to think of how they in their own situations can strengthen their teaching. The illustrations suggest not only what can be done at different grade levels but also the different kinds of methods that may be used. They describe the use and value of individual counseling; of school, home, and community projects; of group discussions of youth and of youth and their parents; of home visiting; and of securing the participation of parents in planning the school program. They help to define the scope of family life education—education which is directed toward ability to cope

with financial problems, toward personal development, toward maintenance of individual and family health, toward ability to carry many types of home responsibilities, and toward better understanding between families in neighborhoods.

The book offers definite, constructive guides for curriculum building. In each of the chapters dealing with a given level of education there are descriptions of ways of studying community conditions and individual and group activities and interests as they influence the curriculum.

Thru bringing together what is known about developmental needs of human beings, the book furnishes some fundamental bases for sequence. The individual teacher, or teachers in groups, can make effective use of the materials in the charts.

YOUTH, FAMILY, AND EDUCATION

JOSEPH K. FOLSOM, PROFESSOR OF SOCIOLOGY, VASSAR COLLEGE, POUGHKEEPSIE, N. Y.

The book, *Youth, Family, and Education,* is chiefly the work of a single author. It is, however, the outgrowth of a study involving much collaboration with other persons. The study was inaugurated by the American Youth Commission and was guided by consideration of the special needs of the youth of the country. Several times the American Youth Commission has considered this subject, but it has not yet completed the adoption of a statement of its own views on this type of education; in the meantime the Commission sponsored this study and gave it to the American Council on Education for publication, with the understanding that "the point of view and the statements made are entirely those of the author."

As the study progressed it appeared more and more that the development and problems of family life education must be viewed as a whole even tho youth and agencies responsible for youth may feel a special interest therein. While this book takes the modern view that education must satisfy human needs, it gives the most definite emphasis to the sociological point of view. It reviews briefly the social history of education and its objectives and shows how these objectives have changed toward "realistic education for life in the modern world."

Changes in family life are analyzed and it is held that the study and improvement of family life is one of the great opportunities for education today. At least fifty years ago education began to sense this need and make certain efforts to meet it. These efforts were scattered thru several different movements and activities such as the child study and parent education movement, the social hygiene movement, the mental hygiene movement, the home economics and consumer education movement, religious and moral education, and the social studies. The progressive education movement has done something to integrate several of these trends and to present a general philosophy of education for living. Regardless of how we define progressive education or whether we wish to use that term or not, it is clear that several move-

ments inside and outside the schools have converged into a movement which may be called education for family life.

The book then discusses typical presentday practices and problems which either result from or contribute to this general movement. Several chapters deal with community, statewide, and national coordination and the various functions involved in an integrated movement of education for family life. A list of organizations, journals, and agencies concerned with this movement is appended, and, further, an annotated bibliography.

Social Security and Teachers

APPLICATION OF SOCIAL SECURITY TO TEACHERS

WILBUR COHEN, TECHNICAL ASSISTANT, SOCIAL SECURITY BOARD, WASHINGTON, D. C.

In connection with the extension of the Social Security Act, the Board is of the opinion that it is socially desirable to see the federal old-age and survivors insurance system extended to cover all the people in the United States who work for a living—and their families too. In addition, the Board has repeatedly suggested that consideration be given to the broadening of the insurance program so that these benefits will be payable when a person is temporarily ill or permanently disabled.

State and local employees and nonprofit institutions are now excluded from the federal old-age and survivors insurance system, thereby resulting in the exclusion of teachers from the protection of this insurance program.

The security of the individual, the security of his colleagues, and the security of the nation are inseparable. Some studies show that 45 percent of the members of teachers' retirement systems withdraw before receiving any retirement benefits. We cannot afford to allow our next door neighbor to lose his security because he moves from one job to another or from one occupation to another.

The Social Security Act provides a minimum floor of protection upon which the individual and his family can build a greater security in relation to their own income, age, family responsibilities, occupation, and other resources. Special occupational retirement systems have an important place in this structure. Upon a sound, broad minimum protection of social insurance there can be superimposed special retirement plans. These special retirement plans will be stronger by virtue of the solid foundation given by social security. Social security can and should promote the establishment of sound public and private plans. Social security can and should be extended not only without hurting anyone's rights but by resulting in even greater protection and security to every man and woman wherever he or she works at any time in his or her lifetime.

The strongest incentive for coverage comes from those persons who are not now covered by any retirement system and from those who see clearly the limitations of existing retirement plans. From an administrative standpoint there would be no difficulty in extending social security coverage at

the present time to all state and local employees who are not now covered by any retirement plan.

Your efforts and your organizations can do much not only to help bring greater economic and social security to your membership and to your profession, but can also help to bring greater security to the families of the children you teach. We can advance the security and well-being of each individual only as we advance the security and well-being of the entire community.

HOW DOES SOCIAL SECURITY COMPARE WITH STATE TEACHERS' RETIREMENT PLANS?

JOHN A. WOOD, 3RD, SECRETARY, TEACHERS' PENSION AND ANNUITY FUND OF NEW JERSEY, TRENTON, N. J.

At first thought social security as contemplated for public employees is comparable with what state and citywide teacher retirement systems are doing for their membership. Certainly the philosophy back of all this legislation seeks to accomplish the same purpose, but as we compare federal social security with representative reserve systems that have been established for approximately twenty years for the benefit of state or city public-school teachers, the comparisons rather take on the form of contrasts.

My general conclusions on the benefit provisions of typical statewide retirement systems and federal social security are that this part of the Social Security Act does not attempt to provide disability allowance at young ages but does offer some protection in case of the death of a covered individual at a young age if there is a wife with minor children surviving; the outstanding conclusion is that after a lifetime of service the federal social security does not attempt to set up an income on which it is adequate for a teacher to live in the way he has lived during the years of active service.

A basis of comparison perhaps more important than the benefits themselves is the effect upon the ultimate welfare of public employees of the coming of federal social security into the states where they are employed. The coming of social security into states which do not have adequate statewide or local retirement systems for their teachers will have the effect of delaying the legislation which will provide adequate benefits to this class of public servants. Because of the small size of the benefits offered, it would seem that federal social security is designed to prevent distress and want and to provide the barest essentials for existence of the covered worker and his family. Altho the average classroom teacher does not spend the years of training which are required of a lawyer or a doctor in order to practice his profession, there is a degree of cultural training which is highly desirable and needed in the teachers of our children. This expresses itself in a way of living which is demanded by our communities of their teachers and a continuation of which at old age is not provided for by federal social security but which is more nearly provided for by the typical teacher retirement systems.

You teachers should study the elements which go to make for security of the systems which you have and thru your state associations continue to guard and protect carefully those systems. One element of danger to our own systems is the granting of what would seem to be unreasonably liberal benefits to public employees other than teachers. Do not deny benefits to other public employees; rather, try to persuade your legislatures that they not only make provisions for the continuance of the sound and adequate systems which they have but also seek to make provision for other groups of public employees who may not now be adequately covered.

WHAT SHALL THE STATES DO THAT DO NOT HAVE RETIREMENT SYSTEMS?

GERALD W. KIRN, PRESIDENT, IOWA STATE TEACHERS ASSOCIATION; AND PRINCIPAL, ABRAHAM LINCOLN SCHOOL, COUNCIL BLUFFS, IOWA

There has been a tendency in some states, where retirement legislation has been difficult, to be willing to make any necessary compromises to establish the principle of teacher retirement hoping that subsequent legislatures would remedy the inadequacy of the plan that is adopted. This is dangerous. An inadequate plan, once entered upon, may prejudice the lawmakers and public against an actuarially sound plan so as to make its amendment almost impossible and set back an adequate plan nearly a generation.

A properly planned system must determine the eventual cost for the determined benefits, must be fair to both taxpayers and teachers, and must provide for the meeting of this cost in a manner that will not become financially unbearable to those who will be called upon to pay it.

Much may be learned by states contemplating a retirement system from those states that have been successful in the establishment of sound retirement systems. No committee should proceed until it has made a careful study of existing systems.

The first step in the establishment of a retirement system in those states that do not now have them is a scientific study of all factors involved therein. In some states this may mean a recodification of existing school laws, an appraisal of the entire system of state taxation, a study of public-school organization, an attempt to make its administration more economical and efficient, the solution of transportation problems, the raising of standards of certification, and the broadening and enrichment of the curriculum.

Second, upon the basis of a carefully determined scientific study of social, political, economic, and educational factors in the state, teachers should agree on a few fundamental principles of social security.

The third step in the program of retirement legislation is the selection of a good actuary. An annuity system is a highly technical matter and can be set up adequately only with the advice of experts or it will fall by its own weight.

Fourth, the states that do not have an adequate retirement plan and desire one should attack the problem from a business basis.

Too often the failure to achieve a satisfactory retirement plan is a

result of poor public relations. First, the teachers of the state must be thoroly sold on the idea of a retirement system. They must be made to see that the sponsors of the plan are not only the committee to whom they have entrusted it but that it is the plan of every teacher in the state. Before initiating a program it is necessary to knit more closely the teachers of the state association into responsible professional groups. It is also wise to include in the committee representatives of the public.

The problem of what a state should do that does not have an adequate retirement system is further complicated by the present legislative situation in Congress dealing with social security for teachers. There are four alternatives.

First, that teachers in such states exert every effort to secure their own statewide retirement systems comparable to the best systems now in operation.

Second, that teachers in such states exert their own efforts and enlist the cooperation of other states for the passage of the amendment to the Wagner Act which would include teachers under the Social Security Act.

Third, that teachers sponsor support for national social security, augmenting it with an additional retirement statewide plan to yield additional income.

Fourth, that teachers foster and support their own retirement plan without national or state participation.

THE PRESENT STATUS OF SOCIAL SECURITY LEGISLATION

FRANK W. HUBBARD, DIRECTOR OF RESEARCH, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C.

Judging from the number of letters received there are many teachers intensely interested in the federal social security program. In general, teachers exhibit four types of attitude and action: (a) *strong opposition to any extension of social security to public-school teachers*—usually by members of actuarial sound state retirement plans (for example, Pennsylvania and New York); (b) *a plea for help by the unprotected aged teachers in states where they cannot qualify under existing state retirement laws* (for example, Indiana and Illinois); (c) *active interest in social security as a possible supplement to existing state retirement laws* (for example, Utah and California); and (d) *strong approval of extension of the social security law to public-school teachers*—possibly on a voluntary state adoption basis (for example, Colorado and Oklahoma).

With this difference of opinion among members of the National Education Association, the Research Division has attempted to operate as a clearing-house for information. We have no official opinion either for or against social security legislation as such. We have, however, actively combated deliberate misrepresentations, hysteria, and other efforts to prevent a full review of the facts. We shall continue to keep all groups informed to the best of our ability.

Past—In August 1940 Senator Wagner introduced a bill to amend the Social Security Act so as to make public-school teachers eligible to the old-age and survivors' benefits. When many public employees objected Senator Wagner promised to amend his proposal so as to exempt the beneficiaries of all existing pension and retirement plans. In January 1941 Congress adjourned and the Wagner Bill died.

Present—There is now before Congress the Lesinski Bill (H. R. 1092) which would place public-school teachers under the Social Security Act. This bill has aroused little interest. Also you may have heard of the Walsh Bill (S. 670) which would apply the social security program to private colleges, employees of educational associations and charitable institutions, and so forth. This bill has considerable support from certain college and denominational groups.

The most recent proposal is known as the Healey Bill (H. R. 4882) introduced into the House. This bill is sponsored by the American Federation of Labor and is an attempt to meet the objections to the original Wagner Bill. The new bill authorizes the Social Security Board to arrange with state or local units of government for the coverage of public employees. However, it specifically provides that social security (Title II—old-age and survivors' insurance) cannot be applied to public employees now covered by state or local retirement plans.

We cannot overlook the interest in general pension schemes. One of these proposes to amend Title I of the Social Security Act and is known as the General Welfare Act. Thru a 2 percent tax on the income of individuals and corporations the sponsors of this bill hope to obtain funds whereby a pension of $30 per month could be paid to all persons at age sixty-five. This proposal will be supported by many who have lost confidence in the Townsend Plan, Mankind United, and other pension schemes.

Future—Many of us wish we had a magic crystal ball by means of which we could predict the future. It would be especially useful with respect to social security legislation. Word has just been received of the appointment of a special Senate committee under Senator Downey to investigate revisions of the federal social security program. It is likely that this committee will focus upon general pension schemes rather than specific occupational adjustment of the Social Security Act. No one can foretell exactly what the committee will attempt to do.

Other hearings may be held. If so, then all of you with pertinent facts should make them available thru your respective local and state teachers associations. You may wish to send representatives to Washington to testify. We, in the Research Division, will do our best to keep local and state officers informed as to what is happening.

All points of view should have a chance to be heard. Let us avoid hysteria and name-calling; let us provide opportunity for full discussion. In your local and state associations organize programs so that every teacher may understand what state retirement plans provide and what federal social security may mean. If you think that the NEA Research Division can provide you with discussion materials, please call upon us.

Life Members' Friendship Dinner

HISTORICAL NOTE

As early *as 1863 the regulations of the Association provided that a person eligible to become an active member might also become a Life Member by paying an additional fee. However, comparatively few took advantage of the privilege until 1926. In 1884 and again in 1921 special efforts were made to increase the number of Life Members but with little success. Prior to 1926 there were less than two hundred Life Members.*

At the Philadelphia convention in 1926 the officers of the Association approved Secretary Crabtree's recommendation to permit the payment of the Life Membership fee on the installment plan, ten annual payments of ten dollars each, with the understanding that these payments would go directly into the Permanent Fund, a lasting contribution to the work of the Association. This put Life Membership within the reach of the average teacher's budget and Life Membership in the Association became at once a democratic and popular professional possession. During 1940-41, 146 Life Memberships were added.

The custom of holding a Life Membership Dinner during the annual convention was inaugurated at Atlanta, Georgia, in 1929, and has been continued each year with growing interest and enthusiasm. The following have presided on these occasions:

1929 Atlanta, Georgia, Uel W. Lamkin
1930 Columbus, Ohio, E. Ruth Pyrtle
1931 Los Angeles, California, Carroll G. Pearse
1932 Atlantic City, New Jersey, Thomas E. Finegan
1933 Chicago, Illinois, Rose A. Pesta
1934 Washington, D. C., Frank W. Ballou
1935 Denver, Colorado, Willis A. Sutton
1936 Portland, Oregon, C. A. Howard
1937 Detroit, Michigan, Edgar G. Doudna
1938 New York City, Willard E. Givens
1939 San Francisco, California, Frederick M. Hunter
1940 Milwaukee, Wisconsin, Amy H. Hinrichs
1941 Boston, Massachusetts, Donald DuShane

LIFE MEMBERS' FRIENDSHIP DINNER

THE THIRTEENTH annual NEA Life Members' Friendship Dinner was held Sunday evening, June 29, 1941, in the Imperial Ballroom of the Hotel Statler, Boston. Two hundred and ninety-one people were in attendance.

President Donald DuShane presided; Henry Lester Smith, dean, School of Education, Indiana University, Bloomington, Indiana, and past president of the Association, offered the invocation; and the Honorable Joseph Rosier, U. S. Senator from West Virginia, and past president of the Association, served as toastmaster. Special music was furnished by Mary Youerg, harpist, Holyoke, Massachusetts, and Andronike Mekelatos, violinist, Northampton, Massachusetts.

The main address was delivered by Ralph Barton Perry, professor of philosophy, Harvard University, Cambridge, Massachusetts.

MORALE IN A DEMOCRACY

RALPH BARTON PERRY, PROFESSOR OF PHILOSOPHY, HARVARD UNIVERSITY, CAMBRIDGE, MASS.

Morale is one of the few forms of preparation for war which is profitable if war never occurs. It is the condition of national health, whether the nation is engaged in protecting itself against attack from without or in the creation of a better social order within.

Of all words, that which best expresses the meaning of high morale is the word "courage"; not courage in the sense opposed to fear, but in the sense opposed to *dis*-couragement. Morale means adhering to a course of action, with firm resolution and total resourcefulness. When morale is thus interpreted as courage it is possible to understand that it may manifest itself either in positive action or in endurance. Positive action involves persisting in endeavor—first, while one seeks and finds a way; and then, while one follows the chosen way to its end. Morale in the sense of endurance means holding fast against attack and maintaining the intention to act whenever the occasion may permit. It is not merely a question of bearing suffering without complaint but of "carrying on" when circumstances conspire to make it easier to give up the effort altogether.

When morale is thus conceived as courage, whether active or passive, it is equally appropriate to war and to peace. War is only an extreme or violent form of the same situation that is typical of all human life. In war the intent is to defeat the enemy or to occupy his territory, and the obstacle is the enemy's resistance. It is necessary to choose a strategic or tactical plan and adhere to it, despite conflicting advice, the confusion, actual hostilities, and the opposing action of the enemy. Descending from the general staff to the man in the ranks, the obstacle takes to an increasing extent the form of physical hardship, pain, and fear. Defense, attack, and intervals of suspense all in their several ways call for a persistent will to victory under conditions which tend to weaken that will.

Precisely the same situation exists in what is called peace. There are personal problems and ambitions, occupational interests, professional aspirations, community endeavors, party programs, and national aims which define a direction of effort against internal and external obstacles. There is the same requirement of persistence and tenacity. To speak of life as a struggle or battle, calling for martial virtues, is more than a mere figure of speech. There is always a temptation to surrender or appeasement. There are recurrent moods of discouragement and there is a corresponding requirement of courage.

To define morale merely as courage is, however, to omit its social aspect. There are occasions in which a man must fight his battle alone; there is such a thing as personal courage. But most of human endeavor is associated endeavor. This is conspicuously true of war and scarcely less true of peace. The term "morale" usually has reference to this fact. What is required is not only a firm will but a united will—a firm will to work together. In war, men resolve, attack, defend, and endure together. Morale in this sense introduces a new requirement. Personal courage is not sufficient. Men must agree with one another on a common objective, feel its importance collectively, trust one another during its execution, and bear with one another during periods of physical strain and nervous tension. When account is taken of this second or social dimension of morale, a new legion of enemies assails it as divided opinion, distrust, envy, jealousy, irritability, setting personal or factional interests above the common cause, fighting one's partners instead of the common enemy.

So much for that state of mind which constitutes morale: high morale is collective courage; low morale is discouragement, disunion, or both. From this end-result, we now turn to its causes. There are many ways of classifying these, but it is illuminating to consider them in their order of depth and permanence. There are the relatively shallow and transitory causes, and there are the relatively deep and more enduring causes. Judged by these criteria and arranged in ascending order, the causes of morale may be considered as physical, psychological, creedal, and rational.

The physical causes of morale affect men's bodies. Low morale may be an effect of excessive heat or cold, fatigue, loss of sleep, bodily discomfort, hunger, disease, or wounds; and the level of morale may be raised by the prevention of these depressing causes or by the utilization of positive agencies for bodily well-being—such as housing, clothing, food, sanitation, and medical care. It is evident that if men are to acquire physical power or endurance they must not be softened by indulgence. But if physical conditions are to be most conducive to high morale, hardships must be limited to those which are uncontrollably imposed from without or self-imposed for the purpose of training.

The psychological causes of morale affect men's minds upon the elementary level. They consist in the stimulation of such instinctive reactions as fear, love, hate, anger, pride, emulation, imitation, and gregariousness; in general emotional excitement; in respect for existing habits and in the formation of new ones. The causes of morale are merely psychological when they

operate thru those general capacities and impulsions which make up what is called "human nature." Such causes operate in any social group and are independent of any specific body of ideas.

The creedal causes of morale affect the will thru specific beliefs. The fundamental fact is that men derive courage from their convictions. Their activities are unified and sustained thru time by their adherence to an idea to which they subordinate their particular appetites and their personal interests. If men are to fight or work, we say, they must have something to fight or work for—something which is accounted so important that its achievement, however difficult and long postponed, outweighs the sacrifices which it entails.

Creedal causes rest upon conviction, considered as a subjective state. Men will fight and work for a cause in which they believe, whether the belief is or is not founded on fact. It is necessary only that the belief should exist and possess a certain degree of intensity and certitude. But in an atmosphere of enlightenment, in which men's eyes are open and their critical faculties alert, in which information is freely accessible and discussion freely tolerated, false beliefs will not long persist. The attempt to implant them by purely psychological methods begets resentment and distrust. Only beliefs which reflect the fullest available evidence can be counted on to win and retain acceptance. Men must not only have a cause in which they believe but their experience must confirm their cause; they must enjoy a sense of movement toward its realization. Such beliefs, which enlist the support of men's reasons and not merely of their emotions or credulity, I propose to call the rational cause of morale.

Morale in itself does not win either battles or wars. All accounts of the fall of France begin with her military weakness. The present morale of the British, however high, would avail them little were it not for the strength of their navy and air force; and it will avail them not at all if the supply of ships and planes falls so low that they cannot soon meet the enemy with equal or better equipment.

Armaments themselves are of little avail if there is no skilled personnel to use them, and skilled enlisted personnel is of little avail without skilled officers from subalterns to the high command. There is every reason to believe that the German Army has been well officered and well staffed; that the generalship of the French was incompetent; and that whatever British successes have occurred have been in large part due to their gradual mastery of the technics of modern war.

But while it would be a fatal mistake to allow an exaggerated emphasis on morale to divert attention from the quality and quantity of armaments or from expertness in the art of war, these conditions of success are closely related to morale. If we ask why France was not adequately equipped and competently led, we are carried back to the low civilian morale of the prewar period.

While the French sat in the Maginot Line, the German divisions which were preparing the attack on the Low Countries engaged in forced marches of thirty miles a day and were thus both occupied and hardened. When, as

in Britain, a civilian population is under bombardment, attention must be given to their sleep, health, and recreation. The physical causes of British morale have mitigated the hardships inflicted by the enemy and prepared men for the efforts which they may be called upon to make.

In regard to the psychological causes of morale, the present war has contributed several interesting items.

The attack of the German motorized divisions produced a panic terror of which there is, I think, no parallel in modern warfare. Panic such as there was is due to two causes. Initial defeat breeds a wavering of confidence and a series of defeats develops a fixed attitude of defeatism—hence the military value of a sudden and overwhelming attack. The other cause relates, perhaps, to national characteristics of the French and the British. The outward expression of emotion serves as the stimulus for a like emotion. The spectacle of fear is terrifying and the spectacle of anger arouses anger. The volume and intensity of emotion mounts in geometrical proportion to its external manifestation.

What is rightly called a "false sense of security" is as fatal to morale as is a panic of fear. It is now customary to charge those who sound a note of alarm with "hysteria." But it will be recalled that Plato defined courage as a knowledge of danger, and that for Aristotle courage consisted in a just estimate of danger, lying between the extremes of foolhardiness or insensibility on the one hand and of rashness on the other. Morale in the presence of danger consists in being afraid of that which is truly to be feared, fear being suited to the proximity and magnitude of the danger and implemented by reason.

There is nothing new in the idea that when factional or personal bitterness reaches a certain pitch of intensity the nation as a whole is defenseless. Napoleon is said to have owed his successes largely to the fact that he was opposed by allies.

The physical and psychological factors in morale derive from human nature in general and are therefore the same for all societies. The creedal and rational factors of morale are relative to the creed and tradition of a particular social group.

The mortal danger to democracies lies in something deeper than the effect of words. It is true that the word "democracy" has degenerated and lost much of its force even as a symbol. But why has the word degenerated? We must face the fact that in the French democracy large elements of the nation had ceased to love the Republic and had found no equivalent faith.

If Americans cannot find something in American institutions which they prize collectively above the interests, personalities, and social programs which divide them, the United States is doomed at some time in the not distant future to go the way of France.

Democracies are peculiarly vulnerable to internal dissension. They are pledged to tolerance and discussion. Their economic development has magnified the conflict between capital and labor. Differences of opinion and economic interest are aggravated by differences of religion and racial origin. It is of the very essence of American democracy to embrace and promote

diversity. Its unity would cease to be American and democratic if all men were by repression or emotional propaganda forced into a uniform mold. Nevertheless, modern war is total war, and its moral force, like its physical or psychological forces, must be gathered from every individual and every group. The problem for a democracy is how to be total without being totalitarian. This is the hard way, but there is no other way that is American and democratic.

If it is to survive, and at the same time be true to its own genius, democracy must reconcile enthusiasm with enlightenment, tolerance with conviction, strength with gentleness, and unity with diversity. This problem of reconciliation is not artificial or gratuitous. It lies in the line of all genuine moral effort; to solve this problem is, in fact, morality itself. And there is a solution, hard tho it be, and that is to love the truth so much that one is hospitable to all its sources and channels, and respects the honest conviction of others, while at the same time loving humanity so much that one hates only inhumanity, and enjoys the equalities, differences, and rivalries which will spring from a wide sowing of the seeds of freedom. Men may be diverse in the lives they lead and at the same time unified by a common love of the aggregate fecundity of living.

Let it not be supposed that a democratic morale can be achieved by slogans and propaganda. The citizens of a modern democracy are accustomed to proceeding with their eyes open. Their emotions must be sustained by their rational faculties, freely exercised. Hence they judge their rulers or their rivals by their deeds. Their convictions cannot long be insulated against the facts.

There is only one firm foundation for morale in a democracy and that is to be, and not merely to feel, democratic; to enact and not merely talk democracy. To be a democracy, and we may as well be honest about it, implies a continuous redistribution of power and privilege and the direction of a greater participation by the masses of the people. It also implies that the people, enjoying a greater power and privilege, shall cease to be masses.

In the present crisis, the democracies represent not only this creed, which is peculiarly their own, but the whole Christian, humanistic, and cultural tradition of the Western World. If the crisis is to be met with a high morale, Americans must learn to consider themselves the united servants of these great causes. But if they are to sustain this conviction they must *experience* democracy, Christianity, and humanity as realities. The more grave the crisis the greater the necessity of being, of continuing to be, and of becoming that which one professes to be.

National Council of Education

HISTORICAL NOTE

The NATIONAL COUNCIL OF EDUCATION *was organized in 1880, growing out of a paper read by Thomas W. Bicknell before the Department of Superintendence. The active membership of the Council consists of 102 members selected at large by the Council; 52 members—one from each state, district, or territory elected by the state, district, or territorial education association; two ex officio members—the United States commissioner of education and the executive secretary of the National Education Association; and one member elected from each department of the National Education Association.*

The officers of the Council for the year 1941 are: PRESIDENT, *L. A. Pechstein, Dean, Teachers College, University of Cincinnati, Cincinnati, Ohio;* VICEPRESIDENT, *Edgar G. Doudna, Secretary, Board of Normal School Regents, Madison, Wis.;* SECRETARY, *Margaret Kiely, Dean of Women, Queens College, 65-30 Kissena Boulevard, Flushing, N. Y.;* EXECUTIVE COMMITTEE, *A. L. Threlkeld, Superintendent of Schools, Montclair, N. J. (term expires 1941); Mrs. Edith B. Joynes, Principal, Robert Gatewood School, Norfolk, Va. (term expires 1942); H. V. Holloway, State Superintendent of Public Instruction, Dover, Del. (term expires 1943).*

Officers of the Council are elected in the fall.

The Council meets twice each year, once in February and once in June.

BOSTON MEETING

RADIO AS A SAFEGUARD OF FREEDOM IN A DEMOCRACY

JAMES ROWLAND ANGELL, EDUCATIONAL COUNSELOR, NATIONAL BROADCASTING COMPANY; AND PRESIDENT-EMERITUS OF YALE UNIVERSITY

DESPITE SUCH INCONSISTENCIES as our democracy may exhibit, what we are actually concerned to protect is a way of life in which the largest possible freedom is assured to every individual, in which also, as far as practicable, equality of opportunity is assured, and especially to children, in which freedom of speech and thought and assembly and worship are guaranteed. . . . Acknowledging all the shortcomings which can be demonstrated . . . we are nevertheless as a people completely persuaded that the benefits of our way of life far outstrip those of any other, and that the defects and flaws are far less serious than in other modes of social organization and more readily susceptible to correction and cure. . . . Meantime, it is not without significance that whereas until a decade or more ago the progress of democracy as a way of life had for several centuries seemed to be steadily advancing, there has in this recent period been the most savage assault upon both the theory and the practice of democratic government and the most unparalleled desertion of its tenets by millions of men who ostensibly at least had previously been its devoted adherents. . . . In the measure in which any or all of these sources of solicitude are well grounded they constitute a most impressive body of reasons why we should study at this time, with particular care, the safeguards which can be thrown about the democratic pattern of life. And we must assuredly think of these safeguards, not in terms merely of protective walls set up to keep particular forces out of the body politic, but as inner elements of vital reconstruction within the democratic organism itself to meet the new problems with which life confronts us.

In its relation to the preservation of democracy and all that is therewith connected, radio presents two attributes of supreme importance.

It is, in the first place, far and away the most effective means known to man for instant mass communication. News, opinion, advice, orders—all can be transmitted in the twinkling of an eye to the remotest spot where people live. . . . Furthermore, as compared with the printed page, its only serious rival in communication, the radio reaches vast masses of persons who do not—and often cannot—read. The illiterate, however limited in vocabulary, is able to follow most of what is said on the radio with essential accuracy.

Again, while the number of persons reached by radio and the promptness of the contact far excels any other medium, the actual listening is apt to be done in the relative privacy of the home. . . . The mental processes stimulated are therefore apt to be more detached and reflective than in the case of crowd listening.

In the second place, and this assertion may seem to contradict what I have just said, radio possesses extraordinary potential influence over feeling and emotion, those great generators of overt human action. . . . Naturally, this influence varies greatly with a variety of circumstances. Some voices are extremely appealing over the air, others are harsh and repellent. The personality that we sense thru the ear may inspire confidence and attract us, or it may irritate and alienate our sympathies. . . . Moreover, the momentary conditions often play a decisive part in the effect. A subject, such as the war, with which every one is deeply concerned, may stir us profoundly today and a year from now attract no attention and elicit no strong response. But whatever the instant reaction, the fact remains that radio can and does produce astonishingly deep and moving emotional effects. . . .

Now it is one of the unexpressed premises upon which democracy rests that the citizens who compose it shall be intelligent enough to distinguish between wisdom and foolishness in public policy and to choose men of judgment and integrity to administer their government. As a corollary of this principle a high premium is put upon education and whatever contributes to knowledge and understanding. . . .

In any event, one thing is sure—radio brings more people accurate and up-to-date information than any other medium now employed. . . . Furthermore, radio from time to time brings to every one who wishes to listen the authentic voices of the leaders of our nation, and indeed of the world. Especially in times of crisis like the present, we may enjoy the great advantage of hearing every important issue discussed by men and women who are familiar with the subject and who have over the years acquired experience in the conduct of affairs. What this means in increasing the actual intelligence which voters may bring with them to the polls, what it means in stimulating and crystallizing an informed public opinion upon innumerable matters of consequence, it would be difficult to exaggerate. On the other hand, one must admit that as a consequence of the democratic freedom of radio there are now and then to be heard on the air, crackpots, malicious trouble-makers, self-advertisers, and the whole inventory of the socially and politically undesirable. . . .

In the modern world there is another aspect of radio which is of peculiar significance for the safeguarding of democracy. This is its ability to cross boundary lines and make its influence felt in foreign lands. We who believe in the democratic way of life are scattered widely over the surface of the earth. No continent is wholly devoid of some representative. The Western Hemisphere has been especially congenial to its principles. When skilfully used, radio brings these liberty-loving nations together as no other agency can do. . . . When all these influences are brought to bear upon the common ideals and objectives of the several democracies, against which is directed so much malicious and virulent attack by the totalitarian states, the net effect in fostering a sense of spiritual solidarity and a conviction of insuperable moral power may be very great. All this radio

is daily learning to do more effectively and, again, I think it may be said with substantial certainty that no other medium can produce so widespread and powerful an effect.

The formulation of the Monroe Doctrine over a century ago has been regarded with something less than enthusiasm by many of our Latin American neighbors, and for reasons which it is not difficult to understand, for our treatment of these neighbors has sometimes left much to be desired. Nevertheless, in recent years, with the development of aggressive and utterly unscrupulous collectivist states abroad, appreciation has steadily grown that North and South America have a common interest in preventing the efforts of these predatory nations to extend their control from other continents to ours. The radio offers us a weapon which, skilfully used, may go far to protect us all by the promotion of confidence and friendship among our Western peoples. While sentiment is inevitably involved, far more is at stake. We must work out practical relations which are explicitly based upon our common prosperity and in which the strictly material interests of each are recognized, with just provision made for the economic and social welfare of all. To these ends radio is capable of making most important contributions.

Freedom of the press has always been a basic element in our conception of democracy and one of the most important factors in its preservation. But if what I have said about radio is even approximately correct, the freedom of radio is even more crucial. To be really free, the use of radio facilities must not be allowed to pass under the control of those momentarily directing the government. And this will be doubly true when, as is likely to occur in the not remote future, television will accompany practically all broadcasting.

There must be regulation because in the very nature of the case the wavebands available to broadcasters are limited in number and some intelligent, public-minded agency must allocate these facilities and determine the power of the several stations in order to avoid hopeless confusion and consequently the deprivation for the citizens of a service which they desire and are properly entitled to. But to give any government the right to control programs and time on the air would be to turn over to it the power which in totalitarian countries has been so grossly abused as to poison the whole life of nations. . . .

Unlike the newspaper, which has an editorial policy in which it is free to support or to attack any men or measures, radio should, in my judgment at least, neither have nor express such editorial opinion. I would urge that it be kept, as now, in private hands where as a competitive, industrial, and commercial venture it has, with all its shortcomings, produced the finest radio service of any in the world. I would further urge that under new federal legislation it be subjected to clearly-defined regulations, so that the ambiguities at present attaching to the jurisdiction of the Federal Communications Commission may be eliminated. The industry would then be free from its present crippling uncertainty and could serve the people under conditions which would assure a fair hearing to all sides of every

important public issue, with equal treatment for the great political parties and with protection against favoritism for any one party, especially during campaigns.

With American radio thus firmly established and fortified, we shall have what appears to me to be one of the most powerful and reliable of bulwarks for the preservation of our liberties.

DEMOCRACY AND TEACHING AS SAFEGUARDS OF FREEDOM IN A DEMOCRACY

JAMES A. STARRACK, PROFESSOR OF EDUCATION, IOWA STATE COLLEGE, AMES, IOWA

The founders of our Republic depended upon the development of public education as the chief defense of democracy. They expected the schools to prepare intelligent citizenship to the extent that public questions might be submitted to the electorate for final decisions. Have the schools met this expectation? Are elections determined by fair and careful presentation of the data on public questions, and by unemotional decisions as to what is best for the nation? To the extent that elections are won thru catch words, slogans, mob psychology, and appeals to personal advantage—to that extent our schools have failed; either that, or our forefather-founders were too charitable of human nature.

What are the opportunities thru teaching of safeguarding freedom in our democracy? . . .

In the first place, all the youth of America are in the schools for at least eight years, and each year a larger and larger proportion for twelve years or more. No other nation in the world has anything comparable to our secondary-school enrolment. The American people believe in the schools. In comparison with other nations, they have lavished money upon their schools. In the past at least, what other nations have spent for armament, we have spent on our schools. Our teachers, therefore, have the greatest opportunity in the world of shaping the ideals, the character, and the fiber of our people.

In the second place, the teaching profession has developed the necessary tools or technics for the task at hand. The two useful and appropriate technics are socialization and the problem method. . . .

Our teaching of democracy, its importance, its method, its functional use in times of crisis, its safety value against demagogs and self-seeking politicians—our teaching of these things has been so poorly done that much of our political life has deteriorated to the level of a brawl. We are preyed upon by those demagogs and self-seeking politicians against whom we should have been warned and prepared. Apparently we have few men in politics who want to win only if the issues which they stand for are right; too often they want to win, right or wrong; they are too interested in personal advantage. . . .

It must be admitted that in the past, and largely in the present, the schools have not and are not meeting the expectations of the founders

of our Republic. The technics are at hand for the task. Probably no greater challenge faces the schools today, today when more than half the world is arrayed against democracy. There is occasion for a crusade; there is basis for a crusade. If the schools for a single generation could realize the democratic way of life in teaching (socialization) and could provide effective problem teaching, there is a good chance that this nation might have a new birth of freedom. The schools offer the opportunity for building up safeguards of freedom in our democracy among our whole people. It should become a major task in our schools for a full generation.

THE PEOPLE AS A SAFEGUARD OF FREEDOM IN A DEMOCRACY

C. D. JACKSON, PRESIDENT, COUNCIL FOR DEMOCRACY, NEW YORK, N. Y.

In these years of change, even the meanings of words have changed, too. . . .

As far as the people of America are concerned, there is little distinction between freedom and democracy. As far as they are concerned, we cannot set apart freedom as something to be safeguarded within the framework of democracy. Rather, we safeguard freedom by safeguarding democracy, and we safeguard democracy by safeguarding freedom. In practice, one is meaningless without the other. And, in practice, both are meaningless unless they are conscious desires of the people.

A people is free as long as it wants to be free. A nation is democratic as long as its people demand democracy. In bomb-pitted Europe, it is true, there is another element that confuses this point—the element of force. But in America that element does not exist so far. And, if the American people retain their common sense and stability, that element can never be a deciding factor in the safeguarding of our free democracy. . . .

With Dunkerque and the fall of France, many of us realized how close the totalitarian drive for world mastery was to our democratic America. . . .

And we became convinced that it was necessary for Americans to mend their own fences, to start right away on a pro-democracy campaign that would revitalize our American faith in democracy. . . .

It also meant that we had faith in the basic common sense of the people of America. . . .

Very naturally, the problem broke down into three sections.

First of all, it was obviously necessary to decide exactly what we were trying to do. What for example, did we mean by democracy? And once we could agree on that, the second problem was equally obvious. Just how were we to go about doing the job? . . .

We asked ourselves what this concept of democracy was that the dictators were out to destroy and that we were out to preserve? We agreed that it was no mere lump of geographical territory on a map, labeled

"U. S. A." and bounded by two oceans. To us, democracy means two things:

First, it is a form of government—a magnificently interrelated system of free elections, ordered laws, responsible representation, and free speech—"government by consent of the governed." It may be imperfect but it is capable of self-improvement and self-discipline. It is a practical machinery by which men and women can work and live together, conduct their own affairs, and control their own destiny.

Second, it is a feeling in the mind and heart—a belief in the value and dignity of the individual human being, a belief in justice and fairness, a respect for other peoples' religions, a faith in reason rather than riot, a powerful conviction that no man is a god and that every man deserves a chance. Democracy does not always realize these things in practice. But democracy is a deep belief that they do matter and that they can be achieved. . . .

The second problem we faced was the problem of method. We found, as many others had of course known before, that America is committed and organized to the eyebrows. We found that the multiplicity of national organizations, membership groups, professional clearing-houses, regional conferences, local groups, neighborhood groups, and all the rest, may be confusing at first but eventually develops into a comprehensible pattern.

A few of these groups are solely pro-democracy organizations. . . . They are not really representative of the people. They do not grow out of the mighty but unspoken desires of America. They do not flow in the mainstream of the living American dream. Nor do they help Americans to participate in the democratic enterprise of which they are a part.

It was not difficult to sift out the organizations which have fallen helplessly into such a trap. Nor was it difficult to realize that the important organizations in the country—the membership organizations, the veterans groups, the service clubs, the women's groups, and the whole long roster of a joining people—have been forced to face the fact of a democratic crisis. . . .

The pressure from the people who make up these organizations is also forcing them still further along the road toward more intense pro-democracy activities. Gradually, and perhaps too slowly, the great national organizations of this country are tending toward some form of planned cooperation. In this crisis, such coordination of effort cannot occur too quickly. . . .

This development may be slow, but it is sure. It is the inevitable answer of a democratic people to the challenge we face today. It is another manifestation of the people's own role in the safeguarding of freedom in our democracy. . . .

One thing, however, the politicians in Washington sometimes ignore, and I am referring to both Republicans and Democrats. That is the astounding fact that we are a more united people today than we have been for generations—united despite our differences of religion, or of economic status, or of occupation, or of political views, or even our differences on foreign policy. . . .

The task of safeguarding freedom in our democracy is no simple A-B-C problem. It is as complex and as fascinating as our complex and fascinating system of society itself.

Our basic premise is simple. Any human being can tell the difference between freedom and tyranny. Ever since the beginning of recorded history, men have been reawakened to that difference and, once awake, have battled heroically for the timeless dream of freedom. But the application of this simple idea is a complicated task in our complicated society. And the propagation of this idea is equally complicated. . . .

Basically, Adolf Hitler is a master propagandist. He combines the propaganda of the word with the propaganda of the deed. He propagandizes for a return to brute force. But, in the same sense, we too are propagandists, whether thru our government, thru organizations like the Council for Democracy, or as educators. By our deeds and by our words we are propagandizing for what we believe in. And we believe in freedom and democracy.

Our propaganda, like anybody else's propaganda, must appeal to human self-interest. There is nothing degrading about that. On the contrary, there is nothing more worthwhile than the true and enlightened self-interest of the two billion human beings who populate the world. The self-interest of every honest human being is a good self-interest. He is interested in having enough to eat and to wear, in having a pleasant home, in bringing up happy children and giving them a good education, in preserving his dignity as a human being, in getting a chance to advance in the world, in worshipping as he pleases, in saying what he thinks, and in having a share in his own government. That is the true self-interest of every human being who has not been kept in the darkness of ignorance or oppression. . . .

THE PRESS AS A SAFEGUARD OF FREEDOM IN A DEMOCRACY

ERWIN D. CANHAM, MANAGING EDITOR, CHRISTIAN SCIENCE MONITOR, BOSTON, MASS.

It is the custom of newspapermen, who are ordinarily rather realistic individuals—altho their reputation for being hard-boiled is grossly exaggerated, like much else having to do with the newspaper business—to grow either starry-eyed or Fourth-of-July-oratorical when they discuss the press, particularly the press' role in democracy.

There is some justification for this narcissism. The press has done a good deal here and in some other countries to preserve freedom. We have not, of course, done as much with our freedom as we might have done. We do not have as vigilant, disinterested, and well-balanced newspapers as we should have. But we do possess the best newspapers that remain in the world, and the best press system. Whether, in these testing times that surround us, we are able to retain and improve this heritage depends on the press itself more than it does on anything else. . . .

. . . Let us review the dangers which confront the American press both from without and from within. They are the same dangers that threaten

freedom in democracy. We are all in the same boat. Under our eyes, just within a few years, freedom and free press have been destroyed in many countries which recently and for some generations have enjoyed them. . . .

What are the lessons for the United States in the destruction of a free press almost everywhere else? Wherein are our papers making the same mistakes which contributed to the loss of freedom in other nations? . . . Is the American press adequately alert to the perils to freedom here?

The answer is simple: yes, it is as alert as any other large part of the body politic; no, it is not adequately alert. It was the same story in Germany. Individual journalists and much of the press corporatively were aware of the peril; they could feel it in their bones. . . . The evidence is that the German publishers all knew of the danger, that they wished to make a stand, but that fear for circulation, for pocketbooks, and for personal safety prevented any action. And so the day came when they were all liquidated. What lessons does this hold for us? Our publishers, like our public opinion, are divided as the Germans were. They are not nearly as divided as our political leaders are. And the vanguard of the American press—American newspaper correspondents in Europe—feel in their bones and in their brains the menace of Hitlerism to the United States just as German journalists felt the menace there. The American correspondents in Europe have called the turn on nearly every development that has come along in the past two decades. I am making no claim of omniscience for them, but simply pointing out that they are shrewd, realistic fellows, and they can judge developments a lot better than the statesmen and the pundits. These are easily provable facts.

Almost to a man, these American reporters are today warning the American people, and have been doing so for years. . . . These American reporters are not alarmists and they are not expatriates. They are men and women who have been there and seen. . . . If Americans had accepted their warnings earlier, if publishers had driven the points home with greater emphasis, we would be a lot farther along with national defense and toward the defeat of Hitlerism than we are today.

From this it will appear that the American press has partly fallen into the error of its German counterpart. Tho a certain segment of the press has shouted the warning, tho some newspapermen, those with most direct and ominous experience, have felt the menace of Hitlerism to us just as some Germans felt its menace there, the press as a whole has not been sufficiently alert.

The editors have not been quite up with their correspondents. They have not interpreted the meaning of the facts as effectively as the facts themselves. I hold, of course, that the prime duty of the press is to tell the facts to the people. That is what our correspondents abroad have done. We have the most magnificent fact-gathering network that the world has ever seen. It has many defects and distortions, which I do not ignore, but basically the system is superb, or perhaps I should say *was* superb. Before the Nazi conquests ran to their present limits, factual reporting in Europe by Ameri-

can press associations and individual reporters was at a high peak. It has constantly deteriorated under the pressure of censorships. . . . By and large, however, it is not deficiencies in the flow of foreign reporting which have revealed weaknesses in the American press. It is the failure of editors and interpreters to state accurately the meaning of the facts reported. . . .

The American press, on the whole, is far out in advance in its warning task. But I am far from sure that it is far enough in advance, or that we have worked hard enough to awaken the people to their peril. . . . I will say that my own newspaper has for many years pointed out the dangers of totalitarianism in the world to Americans, and we have benefited from the solid support of a large majority of our readers. But I confess that I doubt if we, or any American papers, have called a spade a spade as brutally as we should have done.

We have, however, tried to live up to the traditions of democratic free speech. . . . The continuance of free speech has slowed up possible effective action by the United States. It is a truism that at least in the earlier stages, democracy cannot mobilize its powers as effectively as autocracy. By this token, the perpetuation of the American debate may cost us much in blood and treasure. But it cannot be otherwise. We do not have to sacrifice that much freedom to retain freedom. In the end, partly because of this very degree of tolerance and of free debate, I believe our national effort will be all the more vigorous and united. But it is later than we think. The moment for ending debate, for uniting, has more than come.

In asserting that the American press has been essentially fair to the opposition with which it disagrees, I ask you to make the obvious distinction between news coverage and editorial opinions or interpretive columns. Some public men do not make this distinction. The newspaper has every right to give its own opinions in editorials and interpretive columns. It should cover the news objectively on the sole basis of news merit. . . .

For this time-lag, the American press must bear its share of blame. Thus it repeats some of the fatal blunders of the German press. . . . So far, in nation after nation, complacency, isolationism, and false security have proved to be the fatal errors. Unless history reverses this pattern, we will also have complacency and false security to blame. . . .

I have discussed the external menace to freedom in a democracy at such great length because I am convinced it is the greatest menace we have to meet at this time. Because, under our very eyes, we have seen press freedom vanish and general freedom disappear in most other great countries in the world, it is timely that we consider, as I have tried to do, the parallelism between their situation and ours. I firmly believe that as the American press rouses the nation to this particular threat of totalitarianism to freedom in a democracy, so will it be serving its traditional cause.

It has ever been my conviction that the press itself is the watchdog of its own freedom. That applies to all I have said or shall say today. Upon our alertness, our astuteness, our honesty, and our bravery will depend our fate.

I am dismayed in many things about the American press today. We have a certain sensationalism of technic which tends to bewilder the public and destroy its confidence in the accuracy of our reports. . . . Too many people today are distrustful of what they read in the newspapers. . . . The newspapers, above all, must not lose the public confidence. That is the essence of the whole matter. If we are solidly buttressed on public faith and reliance, we can face the storms, whether they come from government or from labor unions or from abroad. . . .

And so I ask for the American press in its role as a defender of freedom in a democracy these simple gifts:

Alertness to detect the foe in ambush who would devour our freedom.

Astuteness to see that the retention of public confidence is the source of newspaper serviceability.

Honesty to one responsibility, that of telling the facts and their meaning fairly thought out.

Bravery to stick to these guns no matter what.

I am asking for the moon, and the earth too, wrapped up in cellophane. But nothing less will do.

GOVERNMENT AS A SAFEGUARD OF FREEDOM IN A DEMOCRACY

THE HONORABLE ROBERT A. TAFT, UNITED STATES SENATOR FROM OHIO

The title discussed by all the speakers today is itself a challenge to us to be on guard. It implies that democracy is not enough; that even in a democracy we must be constantly concerned with safeguarding freedom. The title implies that democracy is not an end in itself, but only the best means that we have ever found to establish and maintain freedom. Freedom was the end of those who wrote the Declaration of Independence. The permanence of freedom was the end of those who wrote the Constitution of the United States. . . .

My own subject, "Government as a Safeguard for Freedom," is itself a paradox. What is freedom except freedom from government? Of course we think first of freedom from alien rule, from a government by foreign oppressors. But even more often we mean freedom from our own government itself; freedom from dictation and control and regulation by other individuals of our own race. The setting up of government is necessary to avoid anarchy and establish order and to insure freedom from the tyranny of the gangster. So we establish a civilized state in which the only people who can abridge our freedom and do a bit of tyrannizing are the representatives of government itself.

The most obvious freedoms to be safeguarded are set forth in the Bill of Rights: the free exercise of religion; freedom of speech and of the press; freedom to assemble and petition the government for a redress of grievances. Who could these provisions be aimed at except the government itself? The Bill of Rights goes on to set forth freedom from seizure and

search and the quartering of soldiers; the right to a fair trial and a trial by jury; freedom from excessive bail and cruel and unusual punishments. These are intended as a protection against the government. We seek thru forms of government freedom from government itself.

Our ancestors selected a democratic form of government as the best means of securing these freedoms. But it was a particular kind of democratic government. Not every kind of democracy assures freedom. We have heard so much in recent months about the battle for democracy against the aggressor nations that the term threatens to become a fetish without real meaning. It has almost come to mean any nation on our side. From including China, where no man was ever elected to office, and Greece and Brazil, ruled unquestionably by dictators, it has almost been brought to include Russia, under the most ruthless dictator of them all. If we let a name, a political slogan, direct our whole American policy, without constantly considering the purpose of that slogan, we are not long going to remain a democracy ourselves. . . .

The founders of our Republic were students of history. They knew what had happened in the past. They abhorred tyrants and monarchs. They had gone to war to secure their freedom from the control of another people on the other side of the Atlantic. They thought that a democratic republic was the best way to insure that freedom, but they knew that within the structure of that republic they must provide safeguards if their ultimate goal of freedom was to be attained. . . .

In the first place, they knew that freedom must be safeguarded from government. . . . It was an extraordinary theory that there are certain freedoms above government; certain freedoms beyond the power of the people themselves who established the Constitution and the government; certain freedoms which could not be taken away from any individual or minority by any majority no matter how large. The Bill of Rights is the greatest safeguard of freedom in existence. While it remains effective, our personal freedoms are secure.

But our ancestors knew that the mere declaration of these rights was not enough. . . . They made the Constitution the supreme law of the land and gave the courts the power to interpret that Constitution, including the Bill of Rights. . . .

For the founders of the government were concerned not only with setting up a government in which freedom should constantly exist but also one in which it should permanently exist. . . . The powers were deliberately divided in order to prevent the breakdown of democratic government, which every former democracy in the world had suffered. The second safeguard of freedom, therefore, is the division of powers.

But the third safeguard, which to my mind is of at least equal importance, is the federal form of government, which guarantees an independent local self-government. The Colonial states were jealous of their powers and willing to surrender to the central government only that which was of distinctly national concern. They felt that the retention of local power was

essential if their citizens were to be free. . . . The federal system is a safeguard of local self-government, and to my mind the right of local self-government is essential to freedom in a democracy as large as the United States. The personal freedom assured by the Bill of Rights is a negative freedom. It is not all the freedom that an American desires. He wishes to have something to say positively about the way his community is governed and about the character of the officers whose action can affect his welfare. . . .

Under a truly democratic system of local self-government, on all subjects predominantly local the planners have to sell their ideas to every community of the United States. It is much harder work. Progress will be slower. But in the end it will be made on a much sounder foundation. The pattern will never be uniform. There will always be communities adhering to outworn practices, but there will be other communities experimenting and moving ahead of the methods and philosophy which happen to be in style at the moment. After all, freedom implies that the people have the right to govern themselves badly if they wish to do so. . . . Our faith in freedom is such that we are convinced that the average efficiency of government is infinitely greater where governments are free.

There is one other feature of local self-government which tends to perpetuate freedom. If all power is concentrated in a central government, it is fairly easy to gain control of that government. . . . The greater the centralization, the more likely we are to have government by minority blocs. . . . Without the right of the individual communities to exercise final power on those affairs which are primarily of local interest, we would destroy half the freedom which our people enjoy today, and find ourselves far on the road to totalitarian government.

The danger of a centralized government is greater in no field than in that of education. We have had pending in Congress for several years, approved at one time, I believe, by the National Education Association, a general education bill, providing an elaborate plan of federal subsidies to primary- and secondary-school education. It recognizes in theory the wisdom of leaving the control of education to the states, but I believe the inevitable effect of the bill will be a federal control of primary education. . . . There were many provisions in the bill, such as those regarding adult education and rural library service, which showed a clear indication on the part of the authors of the bill to tell each state how it should run its educational system.

The truth is that Congress will not appropriate federal money except on certain conditions which, however just they may be, limit the freedom of the local school system. The truth is that no federal commissioner of education can dispense three hundred million dollars a year without having a predominant voice in the manner in which local schools shall be run. The history of federal control has always been the same. The federal government has always contributed more and more money, and has demanded more and more voice in the control. I believe that the federal control of education, eliminating local self-government in government, would abandon one

of the real safeguards of freedom in the United States. There are a number of arguments made in behalf of such federal control of education. If analyzed correctly, and carried to their logical conclusion, they would justify federal control of everything and the complete elimination of local self-government.

In the first place, it is said that there is a lack of equality in providing education, which is unfair to the children in the poorer states. It is undoubtedly true that children in the wealthier states obtain a more expensive education. I have never felt that the amount of money spent per child is quite as infallible a guide as the writers on education seem to regard it. But, in any event, the federal government has never guaranteed equality in education to the people of the different states. That has never been and never was regarded as a function of the federal government. If that government is going to guarantee equality in education, why not guarantee equality in wealth and economic condition? . . . I doubt if there is a single state which cannot afford a minimum basic education for its children. . . .

It is said that in some of the states education is poorly conducted. I have no doubt that is true, but on the whole the states and localities have done a first-class job—the best in the world. And the right to govern oneself badly is just as much an essential of freedom in a democracy as the right to govern oneself well. You are not free if someone else steps in and takes the control away from you because they do not approve what you are doing. That is what tyranny is. In any event, those who assume that if the federal government steps in the job will be perfectly done overlook the fact that this has seldom been the result of federal interference. . . .

The third argument is that local governments have not enough money to maintain schools as some of the educational planners think they should be maintained. It is quite true that states and local governments are handicapped in their raising of money. . . .

Schools have been the great concern of every community. The tax systems have been developed with a view to providing the revenue necessary for education above everything else. The people have insisted in nearly every community that schools be kept free from politics, and they have been willing to provide money for schools, thru extra levies or otherwise, even if it required the hamstringing of other activities of local government. We are spending more than two billion dollars a year on education from local funds. If the local communities are not willing to support even their own schools, then we are at the end of local self-government in the United States.

There is another answer to the demand for federal money. It is said that the local communities do not have enough money, but the fact seems to be overlooked that the federal government has no money either. . . . If the idea of the general education bill is to tap a new, lucrative source of revenue, it is only contemplating a mirage. Once we have balanced the federal budget, there will be more force in turning to Uncle Sam as a Santa Claus—for education as well as everything else. The choice between local financing of education and federal financing of education under present conditions is

really a choice between a pay-as-you-go local system and a federal system based on borrowing for current expense. I know that the school people themselves believe strongly in a pay-as-you-go system and are just as much opposed to the federal government going bankrupt as any group of American citizens.

The reasons which I have given for opposing general aid to primary- and secondary-school education are not nearly as applicable to assistance in the field of vocational education, and possibly adult education. . . . Federal interference does not affect the basic control of the educational system. Even in this field I believe we should be careful to preserve as far as we possibly can local independence in the administration of the program. Today the United States Office of Education is doing an excellent job, and doing it thru the existing educational agencies. . . .

But I beg those concerned with education, if they do wish to safeguard freedom in the American democracy, to hold fast to local self-government in primary- and secondary-school education; to work out a system by which every state shall be a self-supporting unit. . . .

As long as each community determines for itself how its children shall be educated, we maintain one of the greatest safeguards of freedom that any nation can have. . . .

SECRETARY'S MINUTES

The annual meeting of the National Council of Education for 1941 was held at the Hotel Statler, Boston, Massachusetts, June 29, 1941. The first session was called to order at 9:30 A.M. by President Louis A. Pechstein, with 78 members in attendance. The theme of the meeting, "The Safeguards of Freedom in a Democracy," was discussed by three speakers as follows:

"The Radio," James Rowland Angell, educational counselor, National Broadcasting Company; and president-emeritus of Yale University

"Academic Freedom," Daniel L. Marsh, president, Boston University, Boston, Mass.

"Democracy and Teaching," James A. Starrack, professor of education, Iowa State College, Ames, Iowa.

During the noon recess, the Executive Board met at a luncheon conference in the course of which the president reported for his own office and for the Committee on Membership, and in preparation for the general business meeting presented for the approval of the Board certain proposals touching the conduct of the organization. The Executive Board meeting adjourned at 1:20 P.M.

The second session of the annual meeting was called to order at 1:30 P.M. on Sunday, June 29, 1941, at the Hotel Statler, 119 members attending. Guy M. Wilson, professor of education, Boston University, Boston, Massachusetts, presided. Discussion of the general theme was continued by the following speakers:

"The People," C. D. Jackson, president, Council for Democracy, New York, N. Y.

"The Press," E. D. Canham, managing editor, *Christian Science Monitor*, Boston, Mass.

"Government," The Honorable Robert A. Taft, United States Senator from Ohio.

Following the second session of the Council, the members, 28 in number, convened in closed business meeting, President Pechstein presiding.

The president in his report reviewed the work of the year in relation to the National Education Association, to the Educational Policies Commission, and to the American Council on Education; to the work of the Council committees; to the progress of the assigned programs; and to plans for the meeting of February 1942.

Touching the finances of the Council, President Pechstein announced receipt of an appropriation, the first, from the NEA, to cover expenditures of the National Council. Thanks to this assistance, the Council is financially solvent.

Membership was reported as most satisfactory, all appointive places with the exception of three state associations being complete. Particular commendation was expressed for the widespread, representative, and sustained response of the membership to the effort of the Board to conduct business as efficiently as possible thru correspondence.

The assignment for the study and report on the problems of adult education given the Council for 1940 by the parent body, the NEA, was reported as completed, with particular appreciation to William C. Bagley for the valuable publicity given the Council reports in the columns of *School and Society.*

The current assignment on the urgent problems of public education and democratic standards, now in the hands of the special committee headed by Frank Freeman, was reported in satisfactory progress, with a preliminary report already on file.

In communication with the Educational Policies Commission, the president reported six projects as under consideration for program presentation in February 1942.

The president reported in detail his work as Council delegate to the National Defense Conferences sponsored by the American Council on Education in conjunction with the National Education Association. Reports of the work of this Conference have been published and are available to Council members. President Pechstein will continue as active representative of the Council to the Defense Conference.

The president's report was accepted with a rising vote of appreciation for the extraordinarily efficient and comprehensive accomplishments of the year.

As a final item of business, the Council voted to accept the recommendation of the National Education Association in regard to Sunday meetings and, accordingly, to move the sessions of the annual meeting hereafter to Monday and Tuesday of convention week, the schedules of the summer meeting so to be adjusted to that of the winter conference.

The meeting adjourned at 4:40 P.M.

Respectfully submitted,

MARGARET KIELY,
Secretary.

DEPARTMENT OF ADULT EDUCATION

HISTORICAL NOTE

THE DEPARTMENT OF ADULT EDUCATION *was established by vote of the Representative Assembly, July 8, 1921, as the Department of Immigrant Education. The first meeting was held in 1922 in Boston. In 1924 the name of the Department was changed to the Department of Adult Education. See* PROCEEDINGS, *1924:566.*

The officers of the Department for the year 1941–42 are: PRESIDENT, *M. S. Robertson, Director, Adult Education, State Department of Education, Baton Rouge, La.;* VICEPRESIDENT, *Caroline A. Whipple, Acting Chief, Bureau of Adult Education, State Education Department, Albany, N. Y.;* SECRETARY, *Helen Gregory, Executive Secretary, Adult Education Council, Public Library Building, 629 Vine St., Cincinnati, Ohio;* ASSISTANT TREASURER, *Mrs. Louise Bruner, Principal, Excelsior Union Evening High School, Norwalk, Calif., P. O. Box 644, Huntington Park, Calif.;* EDITOR OF BULLETIN, *Paul Sheats, Assistant Professor of Education, University of Wisconsin, Madison, Wis.;* REGIONAL VICEPRESIDENTS, *John J. McGrath, Director, Bureau of Adult Education, Board of Education, Hartford, Conn.; Malcolm S. MacLean, President, Hampton Institute, Hampton, Va.; Ben Cherrington, Director, Foundation for the Advancement of the Social Sciences, University of Denver, Denver, Colo.; Harvey M. Genskow, Director, Shorewood Opportunity School, N. Oakland Ave. and E. Capitol Drive, Shorewood, Wis.; C. W. Huser, State Supervisor of Education, WPA, San Antonio, Texas.*

This Department meets twice a year in February and July. The annual dues, $1, are payable to the Department of Adult Education of the National Education Association. The Department publishes a bulletin six times a year.

PRESIDENT'S REPORT

M. S. ROBERTSON, DIRECTOR, ADULT EDUCATION, STATE DEPARTMENT OF EDUCATION, BATON ROUGE, LA.; AND PRESIDENT OF THE DEPARTMENT

ORGANIZATION OF THE DEPARTMENT—The elected officers of the Department of Adult Education have attempted to organize every state with a membership chairman and a newsgatherer who reports to the regional editors. The regional editors in turn report to the editor of the *Adult Education Bulletin*. Membership chairmen have been appointed in nearly all the states and a definite effort has been made to extend the membership of the Department into all sections of the country. On June 30, 1941, the membership reached 2667, the high point for the year.

The Department plans to extend its organization during 1941-42 to include state organizations which will be affiliated with the Department. It is hoped that these organizations may be integral parts of the state educational associations as well as of the Department of Adult Education of the NEA. A single fee will cover membership in both the national and the state organizations.

Publications—The staff of the *Adult Education Bulletin* is headed by the editor, Paul Sheats. In selecting the associate and regional editors, Mr. Sheats has exercised great care to select persons who are willing to contribute time and effort to the success of the *Bulletin*. The editor and his staff are to be commended for the high quality of the issues of the *Bulletin* thruout the year.

Department meetings—Instructive and inspiring programs were presented at the Atlantic City meeting, February 24-26, and at the Boston meeting, June 30-July 2. Digests of a number of addresses appear in the pages which follow. Mary L. Guyton of the Massachusetts State Department of Education and Robert H. Morrison of the New Jersey State Department of Education were chairmen of the program committees for the Boston and Atlantic City meetings, respectively.

Meetings of the Executive Committee—At the Atlantic City meeting, the Executive Committee held a conference where several important topics were discussed. Among these were: (a) increasing the membership of the Department, (b) improving the *Adult Education Bulletin*, (c) national legislation, and (d) the development of affiliated state organizations.

Another meeting of the members of the Executive Committee and other interested leaders in adult education was held during the Boston meeting. At this meeting the following topics were discussed: (a) membership, (b) defining the field of activity of the Department, (c) relationship with other agencies of adult education, and (d) legislation. It was agreed at that time that the Department officers make a definite effort to promote the organization of state affiliated groups. In an effort to make this movement successful, the president presented the idea to the National Association of Secretaries of State Teachers Associations at its meeting in Boston.

Expansion of the Adult Education Bulletin—At both the Atlantic City and Boston meetings, the persons in attendance were favorably impressed by the plans of the editorial staff to publish six issues annually of the *Adult Education Bulletin*, instead of four. This will increase the service of the Department to present members and should attract many new members.

The Department enters the new schoolyear with determination on the part of its officers that they will render the best service possible to the members thruout the nation and that every effort will be made to extend the influence of adult education to every part of the country.

EDITOR'S REPORT

PAUL H. SHEATS, ASSISTANT PROFESSOR OF EDUCATION, UNIVERSITY OF WISCONSIN, MADISON, WIS.; AND EDITOR, ADULT EDUCATION BULLETIN

With the January 1941 issue of the *Adult Education Bulletin*, a new editorial staff began a two-year period of service to the members of the Department. The retiring editor, Mildred J. Wiese, and her advisory board set a standard of excellence which will be difficult to equal. Fortunately, Mrs. Wiese, as well as many members of the old editorial board, are continuing to serve in an advisory capacity during the current two-year period.

No drastic changes in the format or policies of the *Bulletin* were introduced. Several new feature sections were added and in two of the issues thus far published, symposiums on adult education and national defense and on adult education in rural areas were highlighted. Cyril O. Houle's "Analysis of Opportunities for Professional Study in the Field of Adult Education" was published in the April 1941 issue and will become an annual service to readers of the *Bulletin*. James W. Brown's Department of Audio-Visual Aids has received many favorable comments. We are indebted to him for this service. Some evidence of the usefulness of the material published in these recent issues is found in the requests which have come to the editor for permission to reprint and mimeograph many of the articles for use in in-service training programs.

Plans have been completed for issuing the next volume of the *Bulletin*, beginning with the October 1941 issue, with some modifications in layout and format. It is planned to publish six issues instead of four and to distribute these as second-class mailing matter at a total cost slightly less than the amount now spent on four issues per year. An attempt will be made to carry shorter articles reporting actual programs now in operation, and the section known as "Over the Editor's Desk" will be enlarged.

Appointments to the Editorial Board and the staff of associate editors for the *Bulletin* give representation to many fields in adult education and to all sections of the country.

The editor wishes to express for the Department a special debt of gratitude to the regional editors of the *Bulletin* for their assistance in securing helpful leads on feature articles as well as the materials which

make up the regular "Over the Editor's Desk" section of the *Bulletin*. These regional editors are: O. Hoyt Tribble, supervisor of Adult Education, WPA, Hartford, Conn.; Gladys A. Wiggin, University of Maryland, College Park, Md.; E. H. Elam, supervisor of curriculum and teacher training of WPA Adult Education, Nashville, Tenn.; Clarence L. Greiber, State Board of Vocational and Adult Education, Madison, Wis.; and Henry Hough, 201 W. 13th Avenue, Denver, Colo.

ATLANTIC CITY MEETING

HOW CAN WE LIQUIDATE CIVIC ILLITERACY?

CHESTER S. WILLIAMS, SPECIALIST IN CONFERENCE PLANNING,
U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

The term "liquidate" has a flavor of dictatorship these days. Dictatorships have liquidated civic illiteracy by a simple and ancient formula. They first liquidated the persons who insisted on teaching people to think for themselves. That meant murder and concentration camps. Then they liquidated a large segment of the problem of civic education by seizing the power of decision on all important social, economic, and political matters. Finally, they liquidated all controversy. For every civic problem they have an official answer. Thru a superb propaganda machine they have circulated these answers so that no one can claim to be illiterate about them. The citizen's duty is to obey his superiors in thought and action.

Our problem is to raise the general level of civic literacy. We will never liquidate civic illiteracy. For with each new advance toward greater public enlightenment new possibilities for social intelligence loom ahead. Democratic peoples are constantly pushing out the frontiers of group life so that the well-informed citizen of yesterday is bound to be ignorant today unless his understandings are developed by geometric proportions.

Our present struggle to preserve the free society in which ultimate power rests with the people puts certain emphasis on our programs of adult civic education. Among these I list the following:

1. What democracy means to us. The re-examination of our democratic assumptions must be in terms of purposes and goals—not merely mechanics and instruments.

2. Immigrants for or against us. Something much more significant than the teaching of technical and factual information about the structure of government must be put into the citizenship program for the foreign-born. Millions of people of Italian and German origin are being organized by foreign dictators to undermine our democracy. Education has some responsibility for this dangerous situation.

3. Democracy begins at home. If adult education is to mean real enlightenment it must deal with the problems near at hand and prepare people to meet them intelligently. National and world problems must be brought into focus in terms of the local concerns of groups of all sizes.

With these three emphases in mind, it should be stressed that nothing permanent or comprehensive can be done about civic illiteracy merely on a volunteer basis. Hundreds of thousands of volunteers can be brought into effective relationship to the program if we can provide a professional leadership. The notion that we must train and pay teachers to liquidate ordinary illiteracy by teaching the tool subjects but that we can deal with the much more complex problem of civic illiteracy with volunteers and good intentions lacks realism. Most of the effective agencies engaged in reducing civic illiteracy—the press, radio, and the church—depend on paid experts to get the job done. The sooner we put professional, paid leadership at the heart of our adult education plans the sooner will organized education begin to count heavily in the building of citizenship for democracy.

A PROGRAM FOR OUT-OF-SCHOOL YOUTH

GEORGE C. MANN, DIRECTOR, DIVISION OF STUDENT WORK, NATIONAL YOUTH ADMINISTRATION, WASHINGTON, D. C.

Changing times and changing needs have left their impress on the character, scope, and extent of adult education in the United States. Once primarily concerned with the teaching of the "three R's" to matured groups and classes of immigrants and the like, adult education in the United States has now so expanded that this activity constitutes only a small phase of the field of adult education. A new challenge is presented to adult educators in the need for a broadened program of social, recreational, and educational development of adults in the younger age brackets—the young people who will presently make our laws and run our government. Thus the greatest imminent expansion in this field of education is in the area of young adults.

The problem of recruiting class members and of bringing adults and leaders together finds an easy solution among at least one new army of volunteers. This is the enrolment of young people on an out-of-school project of the NYA. Personnel records, which are available locally thru the NYA supervisors for a half million young American adults, can supply adult leaders with a real and practical basis upon which to plan their educational and recreational programs.

To build morale among this new army of educational recruits, interests, needs, and abilities of these young adults must be determined and taken into account by leaders in adult education. No program can be successful which does not have the *conviction* of its learners as well as its leaders. Educational, recreational, and social activities of such a program must maintain their contact with reality. New technics as well as new materials of instruction are needed. The key to such new technics is *action*. The one-half million NYA out-of-school youth represent a real challenge as well as a real discovery for adult educators. They are a challenge because they represent a vital force in the future of America; they are a real discovery for adult educators because they constitute a group with recog-

nized and felt needs, and a group which welcomes a program of action to meet those needs. That they themselves and the records of their backgrounds, interests, attitudes, work experiences, and abilities are so easily available to adult leaders only serves to make a real opportunity also a golden discovery.

BUILDING MORALE IN HOME COMMUNITIES

JAY B. NASH, PROFESSOR OF EDUCATION, NEW YORK UNIVERSITY, NEW YORK, N. Y.

"Building morale" are key words in this title. Like the word "character" various societies will assign it different meanings. Building morale for a democracy may be different from building morale for a totalitarian state. The difference may be in methodology, quality, or use. We shall assume that we are discussing building morale for democracy.

This involves a definition of democracy. I shall assume that the democratic form of government emphasizes a relationship between the individual and the group—a relationship in which the individual has certain inalienable rights but in which he also has *inescapable responsibilities.* Without inalienable rights the individual may be persecuted for belonging to a minority group or for holding minority viewpoints. Without inescapable responsibilities we have delinquency and lawlessness which borders on anarchy.

The pattern for building morale—an enthusiasm for group objectives—is well known: (a) the individual recognizes a significant social problem; and (b) the individual is given an opportunity to share in the solution.

We have seen morale building in our time. In Russia, between 1920 and 1930, the enthusiasm of youth to serve the state was aroused in a manner almost beyond description. In Germany, between 1930 and 1940, morale building was pushed to frantic heights. In England morale building is now in process on an unprecedented scale. In America we saw this process of morale building in the early days of the Republic.

We in this country have had our specific problems, pertaining to "life, liberty, and the pursuit of happiness." Specifically, these tasks involved opportunities for work, decent housing, reasonable security, adequate health, opportunities for education and wholesome recreation, and the preservation of freedom. But we have not built morale in youth because youth has not seen their place in the program. Must we wait for a war to do this? It looks desperately like it.

We should have education for work, emphasizing the dignity of hand work, wage work, along with white-collar work; emphasizing the dignity of work and the responsibility of work. If we must choose between giving youth jobs and keeping old men if the nation is to survive, drop the old men. We have too many old men and with each year the proportion is increasing. They should have been educated to enjoy "the last of life, the part for which the first was made." We should have education for

use of leisure. Unless education can lay a foundation of fullness of life thru leisure, misuse of leisure will become our greatest disintegrating force.

What educational machinery must be scrapped and what retained if we are to achieve these objectives in morale building thru work and recreation? Morale building further involves three strengths: (a) Strength of body—"We cannot be soft in a world of dangers." (b) Strength of mind—we must develop the ability to think accurately. Judge the problems of the future on the basis of past experiences of the individual and the group. Youth must be trained to follow truth, even if it carries him away from the confining walls of his small social groups. (c) Strength of spirit—strength of body and strength of mind rest heavily on strength of spirit. Even strength of body is a combination of spiritual as well as physiological elements. Thus, in laying the basis for moral strength of spirit, we lay the basis for all. The educational program which includes strength of spirit includes all. What educational program will build this morale?

BUILDING MORALE IN ARMY CAMPS

G. OTT ROMNEY, DIRECTOR OF RECREATION, WORK PROJECTS ADMINISTRATION, WASHINGTON, D. C.

A realistic approach to the problem of education and recreation in army camps and nearby communities to build morale in young adults demands that we first define what we mean by morale and who these young adults are in whose veins we must inject this essential and vitalizing potion.

We may define morale as tone, spirit, or the sum of those elements which make for dedication to a common purpose and adjustment to the prevalent social challenges and opportunities.

Who are the young men in uniform and the others awaiting their call? They are just a good cross section of typical young American manhood, a great democratic collection of boys who are trading business suits and campus corduroys and overalls for khaki and navy blue. Their interpretation of the American way of life, their appreciation of the reality and richness of democracy, and their pride in American citizenship will be highly colored and flavored, if not largely determined, by what happens to them educationally and recreationally in their spare time on and off the reservation.

Obviously the fundamental problem is to help these young men to build a faith in the purposes of their mission, or better, to retain and add to their belief in the cause which they are training to defend; and to provide every possible opportunity for these young men to attain the optimum physical, mental, and emotional condition and to continue to grow lustily as good American citizens who love the zest of life in a democracy.

It becomes apparent that the proper use of leisure time is the key factor in building efficient manpower for armed defense and in returning to the nation a rich dividend in young manhood when the young men return to civilian life.

If you as educators were asked how to make this process a great educational experience you would agree that the desirable constituents of education, such as travel, meeting new persons and having new experiences, and learning a new vocation, all of which the military adventure provides, would need only the supplementation of a decent, growth-stimulating, adjustment-assuring use of leisure.

In their off-time these young men will not want regimentation. They will want the right to choose what they do for the sheer gratification of the doing, and they will want to exercise the American right to flower as individuals with names and personalities of their own. They will want recreational activities indigenous to the community from which they come. They will want to pursue their hobbies whatever they may be.

They will need lockers for this purpose and for the storing of other supplies, perhaps a camera or a racquet. They will want cheap, clean beds and good shower baths so that they may enjoy remaining off the reservation over the weekend.

But the smart community will recognize that they want inviting places which they may feel are theirs—places in which they are not intruding. These places must provide attractive environments, must be readily accessible, and must be publicized in good taste.

Not a few of the young men will desire to pursue educational courses which they may choose and which may be made convenient to them. Demands to date have made it clear that there are illiterates who want to learn to read and write; others desire and need instruction in order to pursue the vocational training which the army will provide.

We also need to remind ourselves that there is a tremendous shortage of recreation facilities and that the schools which are accessible must open their doors. They must thrust open their gymnasiums and auditoriums, music rooms, craft rooms, and classrooms, and provide as inviting an atmosphere as possible.

DEVELOPING RACIAL TOLERANCE IN AMERICA

AMBROSE CALIVER, SENIOR SPECIALIST IN THE EDUCATION OF NEGROES, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

Racial tolerance in America is the most important test of the strength of our democracy. Unless we can find a way to relieve the tension, ill-will, and prejudice which exist among the different races and a way to promote understanding, goodwill, and tolerance, our defense efforts will be weak, halfhearted, and, in the long run, ineffective. Just as the application of the fundamental principle of democracy begins with the recognition of the worth of the personality of each individual, regardless of race, color, or status, so also racial tolerance must begin with the individual of one race in his relation to individuals of other races. Individuals must understand the scientific bases underlying racial differences; distinguish between the real and assumed differences; and properly evaluate the sociological implications which have been allowed to attach themselves to these differences.

Racial intolerance has grown because, until recently, either the schools misinformed children concerning different population groups, or because they have been complacent about them. Race relations has not been a subject that was considered to be amenable to the processes of education. In consequence, the natural tendency to consider the unfavorable experiences with individuals as racial characteristics was not checked. Individuals were not taught that their natural desire for security could be fulfilled only by recognizing the equal right of others to have security. They were not shown that their desire for power and authority often resulted in the development of racial prejudice as a compensation for their inability to achieve that desire by equal and free competition. Unless these natural traits are brought under the control of education, even tho some of the institutional and material aspects may remain, the soul of democracy will perish.

Development of racial tolerance is needed today more than ever before. It is made necessary, in the first place, because of the demands of modern life. Scientific progress is making the world smaller and is bringing people into closer and more frequent contact. Congestion always puts a heavy strain on the patience and tolerance of individuals, whether the group be large or small. The complexities which follow swift-moving population groups, in close contact with one another, and using high-powered, delicate precision machines and tools, demand a spirit of give and take, characters of the finest quality, and the keenest intellects. These qualities need to be sought and developed wherever they may be found, regardless of race.

In the second place, racial tolerance is needed because of the demands of Christian democracy. Democracy in the truest sense is based on moral principles: the principle of faith—freedom of expression; the principle of love—respect for personality; the principle of charity—consideration for the weak and helpless. Wherever these principles are abrogated, racial intolerance abounds and Christian democracy dies.

The demands of self-interest create a third need for developing racial tolerance. This is indicated by the following theses: (a) disregard for one personality begets disregard for all personalities; (b) restriction of the legitimate freedoms of one individual leads to the abrogation of the principle of freedom; (c) limitation of the expression of the talent of any individual makes the nation poorer; (d) continued repression of individuals and groups begets revolution; and (e) neglect of the elemental needs of one jeopardizes the welfare of all.

The following are suggested approaches to racial tolerance in America: (a) recognition of the dangers of racial intolerance and determination to do something about it; (b) encouragement of different racial groups to study one another in schools, colleges, and adult groups; (c) encouragement of individuals of different racial groups to obtain information about individuals of other racial groups by firsthand experience and contact; and (d) development in individuals of different racial groups of the simple art of good manners both in private and in public.

INDUCTING YOUNG ADULTS INTO VOTING CITIZENSHIP

HUGH S. BONAR, SUPERINTENDENT OF SCHOOLS, MANITOWOC, WIS.

What of the persistent and increasing challenges to democratic institutions and processes? Among the many groups of citizens who have asked this question during recent years was a class in problems of municipal government at the school for vocational and adult education at Manitowoc, Wisconsin. The class was made up of representatives of city and county governments, teachers, businessmen, and other interested citizens.

One evening the discussion centered around the question of the growing threats to democratic institutions and processes. The outcome was a program of preparation and recognition for the county's annual new voters. Under the leadership of school executives of the county a central committee was organized to develop this program. With faith in democratic institutions and with determination to do something to maintain and strengthen them, they set themselves to the task without design and without finances.

The central executive committee included farmers, laborers, industrialists, businessmen, newspaper men, women, young voters, city and county government officials, and school administrators. Subcommittees were planned, duties outlined, and members appointed with a view to wider community representation. A complete canvass of the county was necessary to get an accurate list of all young people who had become twenty-one years of age during the year preceding the date set for the culminating induction ceremonies.

The preparation phase of the total program included a series of meetings of new voters in their own voting townships or wards. There were discussion group meetings of current economic and social problems, and instructional materials were prepared on government organization and functions with the help of Professor R. J. Colbert of the University of Wisconsin.

The second phase of the program was the recognition of these new voters. If the right to vote is significant in the preservation of democratic institutions, then, it was reasoned, there ought to be a recognition ceremony in keeping with the importance of this essential feature of a free democracy.

There was a parade and, in the bowl before the senior high school, impressive induction ceremonies were held. The chief justice of the state supreme court administered an oath of allegiance. There were prayers of appreciation, hope, and resolve. There was the raising of the flag by uniformed soldiers. Certificates of induction into the electorate were presented to each new voter. Finally, there was a short address by the president of the state university.

The National Education Association, recognizing the educational value of this program, appointed a Committee on Induction into Citizenship to work for the extension of the program to every state. The Committee asked Congress to pass a joint resolution endorsing the movement and authorizing the President of the United States to proclaim the third Sunday in May for the

recognition of all those who either by arriving at their twenty-first birthday or by naturalization had qualified to rule by the ballot.

The United States Immigration and Naturalization Service agreed to cooperate with the National Education Association in the development of joint programs. The American Legion has joined forces with the National Education Association, instructing its Americanism officers to work with education forces in the development of Citizenship Day programs. We must work and work hard if liberty is to live. Among the many practical devices for strengthening democratic processes is the program of new voter preparation and recognition, which offers a medium for communitywide cooperation.

We have been stunned by the losses sustained by liberty and justice abroad and here at home. Let us look to our defenses. Let us turn our eyes upon the voter recruits whom we are sending out to man our strategic posts of plenty, of free enterprise, of free speech, of free worship, of free press. And let us join with them in seeking, for the common good, the enlightenment a free democracy vouchsafes its citizens.

BOSTON MEETING

EDUCATION AND THE DEFENSE OF A NATION

ALONZO G. GRACE, STATE COMMISSIONER OF EDUCATION, HARTFORD, CONN.

Ordinarily we think of education for the defense of a nation as embracing certain well-known procedures. I want to present three of the less obvious defense needs. They are: (a) The strength of the nation is vested in the strength of the parts. Local initiative and responsibility must not succumb to a superstate or federal government. (b) The security of a people is vested in their profitable employment and in universal education. (c) The permanency of our institutions is contingent upon our capacity for adjustment and the ability to make wise choices.

The difficulties of progress are great. Many men are able to discover defects in institutions and to indicate remedies, but force of habit and reverence for tradition offer so much resistance to required changes that frequently it has been necessary to establish and build up institutions on new principles and on fresh ground.

The trend in our nation for the past generation has been toward the strengthening of state and federal government at the expense of the local unit. While it is obvious that many units of government conceived during the pioneer era in the evolution of American democracy no longer are able independently and separately to provide all the services now required for the security of a people or devised for their security by those who seek the perfect state, the solution does not lie in the creation of a superstate or federal government. This ultimately would lead to a people of the government, by the government, and for the government.

Without the sustained interest of the governed, the policy-determining function which belongs to the people may be absorbed by those not so

seriously interested in democracy, by specialists who may be more interested in the area of specialization than in the welfare of the people, or by a great bureaucracy of vested interests. The success or failure of government and the quality of service it renders rests, in the last analysis, upon the capacity and the character of the men and women who constitute it. There must be in government men and women who have capacity and character and who believe implicitly in rendering a service rather than in building up a vested interest.

No government or political system is safe when men are unemployed for long periods. Fundamental problems and conditions affecting the employment of men must be faced realistically. The best guarantee of security to property and to men is a nation of employed men and women. Those who are employed and who own their own homes are not likely to trade liberty for security. Society, then, has two fundamental obligations: (a) to provide work for everyone who desires to work, and (b) to provide an educational system that will teach the individual not only how to live but also how to make a living.

One of the great needs in the United States is an educational system designed for all the children of all the people and the people themselves and based on the qualitative ideal rather than on the magnitude of the enterprise. We need in this country a horizontal education for life rather than a vertical education for more education. There is, however, a difference between going to school and becoming educated. Organized education thru the school provides one kind of educational experience. The social forces outside the school, dominated by other interests, selfish or otherwise, represent the out-of-school educational system.

America needs a new respect, a new dignity for work. A nation that attempts to live by its wits is near the brink of social degeneration. Education must be something more than an escape mechanism demanded by parents and devised by experts to avoid the unpleasantness, the hard work, the inequality, or the meager opportunities that prevailed in preceding generations.

Education is not the simple transfer of knowledge. It is the ability of educational leaders to get their charges to think for themselves and to develop that type of leadership or a followership from which emanates the greatest satisfaction and good to the whole group and to develop that personality that begets the greatest happiness and contentment.

There never was a time when an individual was presented with more choices—choices between doing right and wrong, choices between justice and injustice, the distinction between good and evil. It is essential, therefore, that we develop in the individual the wisdom, strength, and desire to live and act ethically.

Intelligent economy should be the first principle of administration whether it be in government, schools, social agencies, or other community institutions. This is a trait that should prevail not only in periods of adversity but in normal and prosperous periods as well. It takes no great administrative genius or exceptional executive skill to spend money, and especially is this true

when there appears to be no limit to the available funds, but it takes moral courage and ability to set aside personal political expediency to administer any institution wisely and effectively in these trying days.

We have rights and privileges, but unless we fulfil our obligations as citizens it is altogether possible for both the rights and privileges to disappear. We need an alert American citizenship. We need people who believe in democracy, who believe that democracy means all the people. This is our problem. We must make democracy work by *action,* not by fine public addresses about democratic living.

Unity does not mean that other people must agree solely for the sake of agreeing or that there be name-calling because we do not share the other person's point of view. There are some fundamental elements in obtaining national unity that we cannot pass over lightly. I want to summarize some of these:

1. Support the government of the United States.
2. The voluntary dissolution of the hundreds of self-developed organizations devised to perpetuate, improve, or implement democracy.
3. Use regular channels of government, state and local, to attain our defense ends rather than create new agencies.
4. Coordinate the defense efforts in Washington.
5. Avoid the mistakes of the last war.
6. Eliminate the hyphenated American. The elimination of intolerance is imperative.
7. Separate politics from the defense effort.
8. Keep the cultural enterprise normal. Permit the boys and girls to have their emotions affected as little as possible by a war psychology. Indoctrinate them with a spirit of democracy by providing for them the atmosphere of democratic living.

The security of this country is vested in an educated citizenship. It is essential that our people as a whole begin to feel a sense of sacrifice for the welfare of this country. We should seek no gain in this tragedy of mankind. There should be no profit in war for anyone. Our people should be taught to think for themselves and to think constructively and to take criticism. We, the people, are preparing to meet any eventuality. The educational system of America will do its part.

SUMMARY OF PANEL DISCUSSION

LYMAN BRYSON, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

The address by Commissioner Grace left the panel with this basic question, How can a sense of community in the present crisis be developed? It was said that common action cannot well be taken by any group of people unless there is leadership. At the present time, there is in the American people a widespread distrust of their elected leaders. This might be a just judgment on the quality of these leaders as representatives of the community's ideals but, since they were freely chosen, the community cannot well escape responsibility. It was suggested that some of the criticism of politicians now current was a form of resistance against the current trend toward centraliza-

tion of government or against other compulsions toward "getting together" which some people might think would turn out ultimately to be undemocratic in their effect.

At the same time it was pointed out that both local and national leadership is necessary to develop community effort since the local leader is a better judge of local possibilities, while, on the other hand, the help of a national leader often has a catalyzing effect upon local factors. The experience of the American Association for Adult Education in community organization was cited as evidence. It was agreed that diversity and independence are basic democratic values and that even in time of crisis there should be no compulsion toward a false unity which would turn out to be weakness. Unity was to be attained if possible on the basis of freedom and understanding.

IMPORTANT ECONOMIC FACTORS IN THE ATTAINMENT OF NATIONAL UNITY

CARL J. FRIEDRICH, PROFESSOR OF GOVERNMENT, HARVARD UNIVERSITY, CAMBRIDGE, MASS.

This is labor's war. Strikes in national defense industries are obscuring that fact. Next to the Jews, organized labor has been most bitterly persecuted by Hitler. Every free working man is concerned in this war and will be affected by the outcome. Defense strikes are strikes against the future of a free labor movement. Should we, then, outlaw strikes? No. Fascist methods cannot defeat fascism.

One of the primary causes of strikes is the failure of certain sections of management to recognize the bargaining rights of labor, altho accepted in American law and by public opinion. The refusal of employers to recognize these rights cannot be justified, nor can the refusal of labor to abide by recognized election procedures.

Another basic cause of strikes is the desire to secure higher wages. In an era of rising profits and prices it is natural that the laboring man should ask higher wages. The controversy will be solved if both management and labor gather over the conference table, discuss the facts, and reach a settlement.

Force must not be used in settling the problem of strikes. The government will only create dissatisfaction by outlawing strikes or providing for a "compulsory" cooling-off period, and will not achieve the ends which it seeks. The use of force is an approach to Hitlerian technics and deprives labor of its basic right of collective bargaining, the right of safeguarding the working and living conditions of their families. Compulsory arbitration extends the power of the government beyond democratic limits in giving it an ever widening power of fixing wages and working conditions.

The solution to the problem lies in an ever increasing application of voluntary methods of mediation, conciliation, and arbitration. The present machinery is probably more cumbersome than need be, but it suffers from only minor faults and must be used by all hands. The function of

government is not to settle strikes by coercion but to facilitate the process of voluntary agreement—the democratic solution.

What is the use of fighting the totalitarian regimes if we are establishing our own order of slavery in the process? Those who advocate the use of force in settling labor disputes have already been poisoned by the fascist ideology. This is not the method for America, the method which will insure the survival of democracy. The future of America will bring a widening of democracy. The free and equal sharing of all in the control of economic as well as political power is the road to that future.

ADULT EDUCATION IN THE UNITED STATES ARMY

WILLIAM R. YOUNG, LIEUTENANT COLONEL, U. S. A.; MORALE BRANCH, U. S. ARMY, WASHINGTON, D. C.

Army training in itself is inherently educational. In addition to that, there are schools for the training of cooks and bakers, mechanics, radiomen, truck drivers, airplane pilots, and hundreds of classifications, culminating in schools for staff officers in higher units of command.

In February 1941, authorization was given for the operation of trade and industrial classes administered by the United States Office of Education and engineering defense training courses administered by engineering schools and colleges. Where needed, literacy classes have been organized.

On March 14, 1941, the Secretary of War announced the establishment of the Morale Branch of the United States Army with appropriate divisions and sections to perform its duties which include the advising of the chief of staff on all morale matters, including welfare and recreation of enlisted men, the relationship of the military establishment with civilian agencies, and the providing of necessary welfare and recreational facilities at posts, camps, and stations.

Facilities for welfare, recreation, and education include dayrooms for the companies, regimental recreation buildings, post service clubs with libraries, theaters, chapels, and guest houses. Post and unit morale officers supervise and coordinate the activities.

The educational section of the Morale Branch is making a study of an educational program for the army in which voluntary leisure-time activities of this nature may be made available.

Consideration is being given in this study to the use of educational activity to improve the morale of the soldier; to raise the educational level, especially of the underprivileged; and to provide opportunities of value to the individual while in the service and when he returns to civil life.

THE WPA IN THIS PICTURE

NELLIE M. SEEDS, SPECIALIST IN CURRICULUM CONSTRUCTION, WORK PROJECTS ADMINISTRATION, WASHINGTON, D. C.

The President has stated that "the strength of the United States lies in our unity of purpose," in a united people devoted to the principles of democracy. Since democracy must place its reliance upon the exercise of human intelligence, the challenge to education is clear.

The WPA education program during the past eight years has been offering free education to 2,000,000 persons a year—to those seeking American citizenship; to the educationally underprivileged; to adults interested in the fields of vocational education, health and safety education, general academic subjects, family life education; and to children in nursery schools. These programs have been sponsored and co-sponsored by the state and local departments of education which have made the decision as to which phases of the program are to be developed. The major defense education needs which the Work Projects Administration feels it has a part in meeting are Americanization, literacy, Spanish language and cultural understanding of South America, and family life education (including nursery schools).

The alien registration in December 1940 disclosed 4,741,971 aliens. The WPA has recently signed a project with the United States Department of Justice which proposes to prepare as many as possible of these people for functional citizenship. This will mean expansion of the services already offered by the WPA in this field.

The Selective Service registration showed an unexpected percent of illiteracy among this group. Many state WPA programs have already enrolled in their classes registrants who could not read or write and have prepared material especially for them. Services have been supplied and material prepared at the request of the army for teaching illiterate trainees in camps.

A WPA project for teaching Spanish to all Army Air Corps officers is in operation and the demand from civilians for Spanish instruction is increasing.

Family migrations for defense purposes have created conditions which make some provision for the welfare of the children of those families imperative. Nursery schools and family life education are being provided in many of these defense areas.

The reduction of appropriations to the Work Projects Administration will necessitate curtailment of many offerings of the education program. The emphasis will be shifted to the most urgent needs in view of the present crisis.

H. G. Wells may well be right when he says that "civilization is a race between education and disaster." An enlightened citizenry is essential to democracy. The WPA has brought opportunity for enlightenment to millions. Many communities will make other provision for continuance of valuable phases which the WPA must now curtail or abolish. Coordination of the efforts of all agencies toward education for the defense of democracy is our immediate task as educators.

EXCERPTS FROM MINUTES OF BUSINESS MEETINGS

Atlantic City, New Jersey

February 25, 1941

It was moved, seconded, and carried:

That the Department permit state associations of adult education to affiliate with the Department as state divisions, provided that the Department receives $1 per year for each member of the state association, who thereby becomes an active member of the Department.

That $100 be allocated for travel, communications, and other expenses connected with the promotion of legislation to provide increased support for public adult education on the part of the federal government.

That the editor and Editorial Board be authorized to increase the number of issues of the *Adult Education Bulletin* from four to six and to modify the size and style of the *Bulletin*. That the Commission on the Enrichment of Adult Life be discontinued as a part of the Department. That the president be authorized to investigate the possibilities of merging the Departments of Adult Education and Vocational Education of the NEA.

It was recommended that each regional vicepresident appoint a membership chairman for each state in his region. In some cases two chairmen, one for WPA teachers and supervisors and one for other members, might be advisable.

Boston, Massachusetts

July 2, 1941

It was moved, seconded, and carried:

That the president appoint a committee to study and report on the effect on the public-school programs of naturalization education of a nationwide WPA project for naturalization education recently sponsored by the United States Department of Justice.

That the pr sident appoint a committee to study and report on the purposes and activities of the Department in the future, and to define its relations with other national organizations concerned with adult education.

That the president appoint a committee to carry on an experimental program of adult education for persons from Latin American countries and to issue materials for use in this field, provided that no expenditures shall be made from the regular funds of the Department for the work of this committee.

It was recommended that a state chairman be appointed in each state, whose responsibility it shall be to appoint committees for the following activities: (a) membership, (b) articles, news, and other materials for the *Bulletin,* (c) study and promotion of state legislation relating to adult education, and (d) organization of state divisions affiliated with the Department.

It was explained that candidates for offices for the biennium 1942-1944 would be nominated at the February meeting, and that officers would be elected by mail ballot prior to the July meeting. Ballots will be mailed to all active members.

American Association for Health, Physical Education, and Recreation

HISTORICAL NOTE

THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION *is the result of a merger of the American Physical Education Association and the Department of School Health and Physical Education of the National Education Association in 1937. The Department of School Health and Physical Education had its beginning as the Department of Child Study, created at the Asbury Park meeting held in 1894. In 1911 the name was changed to the Department of Child Hygiene. See* PROCEEDINGS *1911:870. At the Denver meeting in 1895 there was created the Department of Physical Education, which, in 1923, became the Department of Physical and Health Education. In July 1924 the Department of Child Hygiene was merged with the Department of Physical and Health Education under the name of the Department of School Health and Physical Education. See* PROCEEDINGS *1924:96. The American Physical Education Association was officially founded in 1885 under the name of the American Association for the Advancement of Physical Education. In 1903 the name was changed to the American Physical Education Association. In 1896 the Association began the publication of its official organ, the* AMERICAN PHYSICAL EDUCATION REVIEW. *In 1930 the name of the publication was changed to the* JOURNAL OF HEALTH AND PHYSICAL EDUCATION, *and in the same year the publication of the* RESEARCH QUARTERLY *was begun.*

The officers of the Department for the year 1941–42 are: PRESIDENT, *Anne Schley Duggan, Director, Physical Education, Texas State College for Women, Denton, Texas;* PRESIDENT-ELECT, *Jay B. Nash, Professor of Education and Chairman, Department of Physical Education and Health, New York University, New York, N. Y.;* EXECUTIVE SECRETARY-TREASURER, *N. P. Neilson, 1201 Sixteenth Street, N. W., Washington, D. C.;* EDITOR, *Elmer D. Mitchell, Professor of Physical Education, University of Michigan, Ann Arbor, Mich.*

The Department holds its annual national meeting in April. In addition to the national organization of the Association, there are six regional district organizations—the Eastern, Midwestern, Central, Southern, Northwestern, and Southwestern—each of which holds an annual convention, with the exception of the district in which the national meeting is held. This district holds its meeting jointly with the national organization.

ATLANTIC CITY, APRIL 30-MAY 3, 1941

SUMMARY OF MEETINGS

"NATIONAL PREPAREDNESS TODAY AND TOMORROW" was the theme of the annual convention in Atlantic City. Congressman John R. Murdock opened the meeting with the keynote address, declaring his confidence in the value of health and physical education in the national defense program. Will Durant followed with "A Blueprint for a Better America." We regret that neither of these addresses is available for abstracting.

At the second general session, the discussion topic was "Administration and Public Relations," with emphasis on the implications of possible passage of H.R. 1074. Thomas C. Ferguson of the Maryland State Department of Education described the steps involved in the development of a state plan of action to carry out the provisions of the bill, and Birch Bayh of Washington, D. C., followed with a discussion of the implications of the bill for city programs. Lloyd Sharp of Life Camps, Inc., talked of the problems and possibilities inherent in the camp provisions. Elizabeth Rodgers, State Teachers College, La Crosse, Wisconsin, reported on the public relations activities of state associations in support of the bill and discussed some of the problems which had been met. A panel discussion was led by C. L. Brownell of Teachers College, Columbia University.

The third general session discussed the implications of H.R. 1074 for the professional education program. Mabel Rugen of the University of Michigan presented the problems in health education, Frank Lloyd of New York University discussed the physical education training program, and Jay B. Nash of New York University discussed recreation leadership training. Questions raised included the availability of funds for leadership training work in colleges and universities, for in-service training, the extent to which training should be specialized in health education, physical education, or recreation, and the relation of the school program to the community program.

At the fourth general session, implications of the bill for program building were discussed. The health aspect was discussed by F. W. Maroney of Brooklyn College, the physical education aspect by J. F. Williams of Teachers College, and the recreation aspect by Vern Hernlund of the Chicago Recreation Department. Mr. Hernlund made a plea for good leadership and facilities, for avoidance of duplication and overlapping in programs, and for keeping our objectives in terms of individuals rather than activities.

Many of the section meetings were built around the discussion of H.R. 1074, or the defense program in general. In the Camping Section, J. F. Williams led a discussion on "The Schwert Bill and Its Significance for Camping." Frank P. Maguire of the Pennsylvania WPA program talked on "College Athletics and the Defense Program" before the Men's Athletic Section. G. Ott Romney of the WPA recreation division and Charles Brightbill of the National Recreation Association discussed phases of the recreation program, especially in defense areas. The Administrative Measurements Section presented a panel discussion on "How May Testing in

Physical Education Contribute to National Preparedness?" The School Nutrition Section discussed the contributions of the school nutrition program. The Dental Health Section and the Women's Athletic Section discussed their possible contributions. Reports were made to the College Men's Physical Education Section of programs already going into effect in several colleges to prepare students for their year of military training. At the Student Section meeting, representatives of ten colleges discussed the provisions of H.R. 1074 and their applications to the health, physical education, and recreation program, with implications for the direction of student support for the bill. Other section meetings were concerned with problems of practical importance to workers in the field, in the area of dance, health instruction, research, administration, professional training, therapeutics, and recreation.

A joint meeting with the Eastern Music Educators' Conference was devoted to a panel discussion on the interrelationships of music and dance, and a demonstration, led by Mary Jo Shelly of Bennington College. There were a number of other demonstrations and motion-picture programs during the convention, including a tennis demonstration and clinic featuring the well-known professional players Alice Marble, Mary Hardwick, Donald Budge, John Nogrady, and Miss Marble's coach, Eleanor Tennant.

Meetings of the three divisions were also held. At the Health Education Division session, Alice Keliher of New York University presented a film, "And So They Live," and led a group of local NYA members and the audience in a discussion on the picture as a demonstration of the possibilities of studying community life thru films. The film portrays the tragic poverty of the land, the lack of proper diet, housing, and sanitation, and the steps which can be taken to adapt the school program to existing local problems. Lack of time prevented the showing of two other films selected for discussion.

In the Physical Education Division, John Sich of New York University reported on international sports activities in Central Europe up to the time when they were interrupted by hostilities. Altho at present these international sporting events would seem to have failed in their objective of promoting goodwill among neighboring countries, European sports leaders feel that they had accomplished as much as possible in the face of strong counter-pressures, and hope to continue with their program at an early date. Following Mr. Sich, Eugene Nixon of Pomona College, choosing for his topic, "Physical Education and the New Savagery," focused attention on the relation of physical education to the qualities of mind and body that are needed to serve the nation in the present emergency. Mr. Nixon said in part:

> This is a time for training, disciplining, and toughening ourselves and our people. We should not fall into the error of putting all our emphasis upon physical training and the discipline of the body. Back of physical hardihood there must be the trained and disciplined mind and spirit. The physical education program, properly administered, affords a superb opportunity for this mental and spiritual discipline.
>
> Probably every one of us has sat high in the stadium with the shadows of the goal posts lengthening across the gridiron and the winds of autumn touching us with their chilly hands. As we sat there we were oblivious to everything but the drama

being unrolled before us. Down on the one-yard line we watched two bruised, battered, and worn, but still undaunted, groups of gallant athletes calling upon their last reserve of physical energy and moral force for the onslaught and the defense to determine victory or defeat. Regardless of the outcome of this dramatic situation, most of us have come away with a feeling of intense pride in the hardy spirit of our young America.

Out of an age of softness and indifference let us do our full part to develop again in the American people the unconquerable spirit of the pioneers who established this democracy. For we may be sure that in the final test it will be this dauntless spirit which will preserve freedom from the onslaught of the new savagery.

Jay B. Nash followed Mr. Nixon with a discussion of "Education and Activity," stressing the qualitative outcomes of cooperative living, culture, appreciation of beauty, health, and self-discipline which should result from the physical education program.

In the Recreation Division, Mark McCloskey of the Federal Security Agency talked on "The Recreation Program in Camp and Defense Community." There followed a panel discussion on "Recreation: What It Is, How It Operates, Its Function in School, College, and Community Life." Among the points brought out there was emphasized the necessity for a clearer understanding on the part of recreation leaders and the public of the real meaning and functions of recreation in the life of the individual and the group.

No report on the convention would be complete without some mention of the annual banquet. Louise Cobb of the University of California served competently as toastmistress, and John L. Davis, noted humorist, entertained the gathering with his homespun wit and philosophy.

BOSTON MEETING

COORDINATING OUR STATE AND NATIONAL ASSOCIATIONS

ANNE SCHLEY DUGGAN, TEXAS STATE COLLEGE FOR WOMEN, DENTON, TEXAS

In periods of crisis like the present one, every institution in society reexamines its functions and restates its purposes. Education, and each special medium of education, is engaged in that task today. Apparently we need times of crisis to recall the implications for education of one of Aesop's famous fables. Remember the story?

"A dog was crossing a plank bridge over a stream with a piece of meat in his mouth when he happened to see his own reflection in the water. He thought it was another dog with a piece of meat twice as big; so he let go his own, and flew at the other dog to get the larger piece. But, of course, all that happened was that he got neither, for one was only a shadow and the other was carried away by the current." Aesop closes this fable with his usual nugget of wisdom: "Beware lest you lose the substance in grasping at the shadow."

In our programs of health and physical education thruout the country,

we are attempting to discriminate between the shadow and the substance, to sift and sort and then to concentrate upon those activities which contribute most abundantly to the development of the social fitness, general morals, and physical well-being essential to the integrity of the individual and of our democratic way of life. We need stronger, larger, and more closely knit state and national associations for health, physical education, and recreation if we are to bring about the realization of those things which we call substance in the presence of shadow.

We are all familiar with the values which may accrue from membership in our professional association and with the means by which we can increase and extend these values. That is why I shall only enumerate, and not elaborate, the points I wish to make regarding real and potential relationships between our state and national associations. Think with me, therefore, in terms of converting others to this shared point of view.

We have a national professional organization (a) to promote professional growth and perspective; (b) to give unity to our professional group; (c) to enhance prestige among other organized professional groups; (d) to lend dignity to membership and activities of the profession; (e) to supply united support of worthy projects; and (f) to give competition within the profession a spirit of cooperation. By competition here, I mean such normal and universal urges as each enterprising member of our profession feels to sponsor a program superior to all others. It is a form of competition—yes. But it becomes a form of cooperation when competitors join hands in the development of better teaching thru sectional programs, committee projects, and other Association media.

Our national organization also exists to sponsor valuable research projects thru the solution of problems which would prove too expensive for a small group to undertake, and to provide a wider field of authority to serve in the solution of such problems. In this connection may I say that our national Association is growing up. Sections are becoming working sections with professional activities extending far beyond the planning of a program for an annual convention.

The purpose behind the reorganization plan presented at the Atlantic City meetings and adopted there, with certain modifications, was to emphasize the significance of the state and local Association units comprising our national organization. Membership in the Representative Assembly is based in part upon state representation. Every effort is being made by the Board of Directors to "step down" formerly remote national Association projects so that they have more significance thru more active participation on the part of those who constitute the state and local units.

The national Association serves the state association by coordinating the efforts of the states into the presentation of a united front; cooperating in an official capacity with other associations in related fields and in projects of mutual interest and concern; sponsoring large projects which are necessary but which are too large for the smaller state groups to undertake; and by publishing magazines, national in scope, to serve as the official organs for the members of the Association.

The state association serves the national Association by applying the policies and standards to actual practice; by sharpening and heightening interest for the Association thru the closer contact possible when members comprise a smaller group; by furnishing leadership for our national Association; by recommending necessary projects and needed research for the welfare of the whole; and by enlarging membership and thereby increasing finance in order to expand the services of our national Association.

In closing, may I solicit your suggestions of specific ways in which the American Association for Health, Physical Education, and Recreation can better serve the needs and interests of the state associations which comprise it. I need your guidance, and promise to do my best in following up your suggestions.

May I, in turn, urge you to continue your work in behalf of a stronger national Association thru increased membership and an expanded service program. Continue to support our legislative program and influence others to do so. Contributing to an organization which requires membership in order to function, and which contributes to the good of its members, is part of the democratic way of life. Help establish the viewpoint that an organization which exists in order to give status to its profession gives status also to its individual members.

HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

HAZEL A. RICHARDSON, TEXAS STATE COLLEGE FOR WOMEN, DENTON, TEXAS

It was in Boston that medical inspection of school children, provision of more adequate school lunches, and instruction in health were early considered a responsibility of the school. Horace Mann was one of the early educators who stressed the importance of teaching health in the public schools; he advocated, back in the 1830's and the 1840's, the teaching of anatomy, physiology, and the laws of health. To know the structure of the human body, to know the "simple laws of life and health," became the sum total of health education in our early schools. This emphasis continued as health education began to find its place, slowly and gradually, in the school curriculum.

Such an emphasis was not strange to the general program of education; it reflected the importance of subjectmatter in the total curriculum. As the trends in education have shifted from this academic, subjectmatter emphasis, so have the purposes, materials, and procedures in health education changed from the limited curriculum to the broader, more all-inclusive health education of today.

The first period, the academic period and its emphasis on knowledge, taught the child about health, and little opportunity was given which allowed health knowledge to affect or give significance to practices in living healthfully. The child learned how to trace the blood thru the veins and arteries, yet he learned little about what to do for a cut finger or a skinned knee.

The transition from the early academic period moved thru the habit-formation period; we found then an emphasis on the repetition of those health habits which adults felt were good for children. We found among other things toothbrush drills. The child brought his toothbrush to school tightly clasped in his chubby hand and exposed to all the on-the-way-to-school hazards. It was dutifully brought out of his pencil box or desk for the drill period; and the down, down, round, and around drill movements taught him how to perform in the activity of brushing his teeth, but he learned little about the fact that there was a purpose and a time for brushing teeth.

The role of interest was next to play a part in health education in the school, and various procedures for making health interesting were favored. Most manuals and courses of study were filled with suggested interesting activities. Health plays, with Prince Calorie and milk fairies, with lettuce, spinach, bananas, or sunshine, fresh air, and sleep, played by little children in crepe-paper costumes, were thought to stimulate interest in health practices. The beloved nursery rhymes of childhood were also sacrificed to health.

The presentday health education reflects the past; knowledges are acquired, habits are learned, interests and attitudes are developed. However, it has outgrown the narrow boundaries of prescribed subjectmatter; it has moved from the learning of facts and the limiting walls of the classroom toward a broader program of living healthfully extended to reach the whole of the school program, and to reach outside the school into the home and the community. This modern health education merges with trends and practices of the modern school curriculum, a curriculum developing around living problems which demonstrate both individual and social responsibilities.

The scope of health education has been defined for us as including health service, healthful school living, and health instruction. Health instruction, the planned opportunities for education for health, embraces the whole of health education. Health instruction includes health service, the appraisal, corrective, and protective measures; the health examination, first aid, inoculation and vaccination procedures become real and vital situations for learning and for developing understanding and appreciations for the health services of the community. Healthful school living comprises the school environment, the personnel from the janitor to the school superintendent, the curriculum, and the school plant, and this environment is learning material! Adequate lighting, ventilation, and sanitary drinking fountains are not only provided in the school but must serve as means whereby the child participates and learns as he is given responsibilities for adjusting the window shades, reporting the room temperatures, and learning to use the drinking fountain which he must share with others.

Health instruction permeates the whole curriculum of the school; it is a part of all areas, all subjectmatter divisions, and all departments. Health is gained incidentally thru many experiences, but health instruction must be planned; it cannot be left to chance or good intentions. And planning

will mean determining the needs and interests of children in a specific situation—checking, observing, investigating; and then planning the learning situations, the opportunities for meeting these needs.

We can determine needs thru checking the health examination records; malnutrition, teeth, tonsil, hearing, and vision defects are common defects and they suggest content for the school curriculum. We can observe everyday practices and problems, as the prevalence of colds among children, inadequate lunches, evidences of fatigue, safety hazards, and emotional and social maladjustments. We can investigate the standards of living in the community, basing health instruction on objectives which are both valuable and possible in the particular community.

All schools will find certain common, everyday school experiences which are valuable as health instruction material; and the teacher must be continually alert to capitalize on each opportunity that everyday activities offer. Children will learn more about disease prevention when Johnny is segregated from the group because of a flushed face, a running nose, a cough, or a skin eruption than they will from long hours of reading or study. The lunch period presents real educative experiences when hands are washed before eating or when lunches are chosen in the cafeteria. Adjusting to good light when reading or writing, practicing safety when using the construction tools, and sharing in the responsibilities of good housekeeping in the schoolroom—all are common, everyday activities thru which the child is learning as he participates and cooperates in healthful living.

Large units or series of activities are rich in the possibilities for integrated health instruction. Units in the area of the home suggest the proper care of foods in the home; and sleep conditions, cleanliness, safety, and units on community life may take the child into the community to explore, observe, learn, and develop appreciations for health facilities and services which his community provides; they invite excursions to the dairy, grocery and meat markets, fire stations, laundry, shoe store, and water plant, and visits to the school from the traffic officer, health inspector, plumber or furnace man, city nurse, or perhaps even the street sweeper.

In the curriculum organized in subjectmatter areas, health instruction is found as a special subject, and a period is set aside for it in the school schedule; this is a method commonly found in the higher elementary grades. This special period for health instruction can never meet the whole responsibility of health education in the school; it must be combined with experiences possible in the everyday school and community activities and in the other areas of the school's program. A special period does not necessitate the limiting of activities to formal instruction and to textbook assignments; a textbook may well be used, but it must be wisely used and supplemented with many other sources and activities. The period for health instruction may find the class listening to a radio talk or seeing a health movie; the group may be organized in committees working on a health project, in discussion groups, or as a club studying the fascinating history of sanitation or medicine. This same curriculum offers possibilities for integrated health instruction within other subjectmatter areas. Such integra-

tion must not be forced and should be used only when contributions are made to both health and the subject area.

The procedures and materials for health instruction should not be limited; all good learning materials should be utilized. We must get away from the old academic methods of teaching children about health. The classroom teacher needs the help and guidance of a supervisory official who has a belief in the purposes and worth of health education. He needs help in interpreting the meaning of health education; he needs help in planning and carrying out an effective program of health instruction, in the coordinating of health instruction with the whole school program, and in his efforts for cooperating and participating with the health activities in the community.

Health education is more than textbook assignments; it is more than free lunches and dental clinics. These are important, but health education is active participation; its objectives point the way to continuous growing and to the maintenance and practice of healthful living.

Education for democracy is more than learning the Declaration of Independence; it is more than singing the national anthem. These are important, but education for democracy is active participation; its objectives point the way to continuous growth, and to the maintenance and practice of good living.

The democratic way of good living is dependent upon happy, healthy, alert citizens; and these responsibilities of democratic, healthful living are to rest with the growing boys and girls of our nation. No one holds a greater responsibility now than those who are directing the growth and development of the boys and girls in the schools of this country, the classroom teachers and the supervisory officials in the elementary schools of the United States.

ADMINISTRATION OF THE HEALTH PROGRAM IN THE ELEMENTARY SCHOOL

LAURA E. KELLAR, PRINCIPAL, ATWATER SCHOOL, SHOREWOOD, MILWAUKEE, WIS.

The health program I am to describe functions in a small midwestern suburb of a large city, with a population of 15,000, two public elementary schools, one parochial school, and one junior-senior high school—a total school population of about 3000. In this suburb, the village provides a half-time physician, three full-time registered nurses (whom they call their health advisers), a dental hygienist, and a secretary. One of the health advisers is on duty at each school practically full time. Each school has an excellent health suite, which is next door to the administrative offices, and close to the office of the elementary-school psychologist and parent worker, who serves two schools. This proximity of offices symbolizes the closeness with which all work together and the accessibility of all to the teachers, the children, and the parents.

The psychological service has as its purposes: (a) to provide a service

which cooperates with teachers and principal in pupil study; (b) to direct diagnosis and treatment for children with any special difficulty; and (c) to give service to deviates. The program lays claim to distinction by virtue of designing to promote mental health and wholesome growth for *all* children.

With emphasis upon beginnings and the family part of the picture, our schools do not wait for school entrance. A consultation service for habit training is available for parents attending the weekly baby clinics. Complete developmental and social history is taken in connection with the roundup of preschool children, and at this time the parents of these children have individual interviews with the school psychologist. These records are available to the kindergarten teachers when the child enters school.

In the school, a diagnostic and guidance service is rendered by this department for all phases of special education. The individual case work and training of teachers in service is presented in a functional way at group cooperative meetings. Work with parents is further extended by classes in parent education and mental hygiene. An example of how this work may penetrate into the health and recreational practices of the community is the study made by a group of parents of second-grade children into the neighborhood practices and family standards of their children, under the headings of physical habits, emotional life, recreational interests, and social standards.

The physical education work for the two-grade schools is handled by a man and a woman teacher, who work with the intermediate grades only. There is good rhythm and health work in the kindergarten but not enough in the primary grades. The parent-teacher association is studying this problem and is sponsoring rhythm classes for these grades. The physical education staff cooperates with other staff members in taking responsibility for the health of the children. The classes are conducted along democratic lines. The children have ample indoor and outdoor play space. At present, one 50-minute period is given to physical education every other day. The program has been undergoing a thoro study during the past year, and we are now ready to spend some time in attempting such revision of our program as can be managed without upsetting too many and too firmly established practices.

Other aids to the development of the school health program are: (a) having one of the state schools for the deaf and hard of hearing in one of our buildings; (b) employment of a speech re-education teacher who works with the teachers and with corrective cases; and (c) maintenance of a room for seriously maladjusted children. In addition, we must consider as part of the health program, the philosophy and ideals of the school itself, the kind of homes from which the children come and their cooperation with the school, and the work of the maintenance staff in maintaining a healthful school environment. It is only when the administrative setup and philosophy of a school are such as to coordinate all these factors into a well-rounded whole that the best is achieved for development of the personality of the child in the midst. There are many sides to this picture but the high point in the health program in this suburb is the close cooperation existing among

all the agencies and individuals involved. This same emphasis on cooperative planning and working is carried thruout the intermediate school. A group of teachers teaching a certain group of children plan their work together once a week, pooling all their efforts to understand and help each child. In these groups, teachers, with the assistance of the curriculum coordinator, have developed some exceedingly useful health units. These are valuable experiences for the children, but the main stress is placed on living and experiencing health and acquiring the habits that make for health, rather than on too much studying about health. This latter is of course done under the direction of the health and medical advisers, with the active cooperation of teachers and parents.

The health service program includes as one notable feature a complete mouth survey of all children twice yearly—a program of prevention, cooperating with private dentists, which has earned the commendation of the American Dental Association. The health service program begins with weekly preschool centers or "baby clinics." The parent-teacher association maintains a summer play school for nursery-age children. Summer round-ups are conducted, reaching 71 percent of the children. In the school, the teachers cooperate by referring to the health suite all children who deviate in any way from the normal. There is daily inspection of returning absentees. Thru these means children receive an early, gradual, and fearless introduction to health and medical services. All children receive complete health examinations annually, unless excused because of religious convictions, and every significant finding is referred to the teacher via the principal. The best known devices for testing hearing, vision, and so forth, are used in these examinations. The immunization program is also very complete, including 97 percent protection against smallpox and diphtheria, and tuberculin testing of all school employees and 88 percent of the high-school students each year.

The village has a voluntary contact quarantine system which keeps epidemics to a minimum. In one third-grade room which was exposed to measles, the children discussed the problem with the nurse and imposed their own quarantine to prevent exposure of other children. The best part of this is that the child thus teaches the parent.

Thruout the school system many parent conferences are held, and group meetings are carried on. All referrals to parents are done by telephone or personal conference rather than by form letters or cards. During the year the P.T.A. programs bring well over 4000 parent visits to the school. This close association of school, health workers, and home is the ultimate goal that will make for positive health of all children.

DEMONSTRATION GROUP—GRADES IV, V, AND VI

THE PRINCE SCHOOL OF THE BOSTON PUBLIC SCHOOLS

Introducing the demonstration of rhythmic work for the elementary-school program, Miss Chellis spoke briefly of the history of dance in the physical education program, and of the present project of the dance section

of the American Association for Health, Physical Education, and Recreation for compiling a basic point of view of dance for all grade levels.

The demonstration was planned to present a program of fundamental rhythmics based on laws governing natural movement. The intent of this type of rhythmic work was stressed as well as the values of creative rhythm training, such as the joy that comes from meaningful and expressive movement, the increased skill in movement, a keener rhythmic perception, the development of personality thru many and varied creative experiences, and also the resultant training in thinking originally.

The demonstration included the following groups of activity:

1. Fundamental gymnastics based on flexion, extension, and rotation (many of these were based on imaginative motives)
2. Locomotor activities (used as individual and group problems in creative effort)
3. Studies in accent and time signature
4. Studies in note value
5. Body movement in rhythmic sequence using various dramatic themes. These themes were based on the following movement ideas:

   Push and pull
   Strike and recover
   Swing
   Sway
   Twist and turn

6. Structure of music in relation to dance: note pattern, underlying beat, and phrase.

(The Department also participated in a joint meeting with the Department of Secondary-School Principals, which is reported on pages 522-30.)

LEGISLATIVE COUNCIL MEETINGS

Wednesday, April 20, 1941
Tuesday, April 29, 1941
Friday, May 2, 1941

Petitions for representation on the Council were received and accepted from the following:

Idaho Health and Physical Education Association
Wyoming Health and Physical Education Association
American Physiotherapy Association
National Section on Dental Health

The main business of the Council meetings was the discussion, revision, and adoption of the report of the Committee on Organization, of which W. L. Hughes served as chairman, and the revision of the constitution and bylaws in accordance with the provisions of this report. The major changes made in the Association organization are as follows:

1. In place of the former Executive Committee and Governing Board, a Board of Directors was created and given power to "initiate and transact all business

necessary for the conduct of the Association," with the exception of powers reserved to the Representative Assembly as noted below. The Board consists of the president, president-elect, immediate past-president, three vicepresidents, one representative from each of the six districts, these representatives to be elected for rotating three-year terms, and the executive secretary.

2. The Representative Assembly (formerly called the Legislative Council) retains the power "to effect all changes in the constitution and bylaws, to elect the officers, to initiate such business as it deems desirable, and to exercise veto power over action taken by the Board of Directors upon three-fourths vote of those present at an official meeting."

3. Dues for active membership were increased to $2.50, all other membership dues remaining the same as heretofore.

The Report of the Committee on Preparedness and Legislation was presented by J. F. Williams, chairman. A bill (H. R. 1074), introduced in Congress by the late Pius M. Schwert, would provide federal appropriations for improved programs of health, physical education, and recreation in schools and school camps thruout the United States. Many members of the Association have given freely in time and funds to the support of this proposed legislation. Efforts to secure its passage will continue unremittingly. The Committee report was accepted, and the Committee continued, with power to act.

C. Harry Edwards, chairman of the Resolutions Committee, presented the following resolutions, which were adopted by the Council:

1. That the Association express its gratitude to all those responsible for the success of the Atlantic City convention.

2. That the Association express its appreciation for the support of our convention exhibitors.

3. That the Association pledge its continued support to the passage of H. R. 1074.

4. That the Association go on record as endorsing the policy that, should military training programs be established in the schools, the school day be so adjusted that there be no reduction or curtailment in programs of health, physical education, and recreation.

A report of the Honor Awards Committee, presented by Helen Hazelton and accepted by the Council, recommended for the Association's Honor Award the following members: Oliver K. Cornwell, University of North Carolina; Howard H. House, State College of Washington; Dorothy LaSalle, East Orange, New Jersey, public schools; Grover W. Mueller, Philadelphia public schools; Paul C. Phillips, Amherst College (retired); August H. Pritzlaff, Chicago public schools; Clare Small, University of Colorado; and Clair E. Turner, Massachusetts Institute of Technology.

The following officers for 1941-43 were elected: president—Anne S. Duggan, Texas State College for Women, Denton, Texas; president-elect—Jay B. Nash, New York University, New York, N. Y.; vicepresident (health)—Pauline Brooks Williamson, Metropolitan Life Insurance Company, New York, N. Y.; vicepresident (physical education)—Elwood Craig Davis, University of Pittsburgh, Pittsburgh, Pa.; vicepresident (recreation)—Floyd R. Eastwood, Purdue University, Lafayette, Ind.; and past-president—Hiram A. Jones, State Education Department, Albany, N. Y.

President Jones and the executive secretary reported briefly on the work of the Association during the past year. Mazie Scanlan, convention manager, reported convention registration about 1800, and exhibit booths sold 37.

All committee reports not noted previously were received and referred to the Board of Directors for action.

BOARD OF DIRECTORS MEETING

Atlantic City, May 2, 1941

The newly constituted Board of Directors approved the recommendations of the former Executive Committee, including the following: (a) that the Committee on Plans for Small Gymnasiums be discontinued; (b) that the executive secretary be authorized to participate as a member of the Advisory Council of the National Dental Hygiene Association for a period of one year; (c) that the Association books be audited for the period April 1, 1941—May 31, 1941, and that in future years the annual audit be made for the fiscal year and at the same time as the National Education Association audit; (d) that the incoming president be authorized to appoint a committee with power to formulate questions for the physical education sections of the National Teacher Examinations; (e) that the executive secretary be empowered to define the terms of office of assembly representatives from state associations.

The following actions were also taken: (a) various questions coming within the province of Association committees were referred to these committees for recommendation; (b) the Committee on Precedents and Traditions and the Committee on Organization were discharged, with a vote of thanks for their good work; (c) the sum of $50 was appropriated for the Committee to work with the Committee on Cooperative Curriculum Planning, from the 1940-41 budget.

BOARD OF DIRECTORS MEETING

New Orleans, May 23-25, 1941

The Board reviewed the status of all Association committees and reclassified them as follows:

Standing committees: General Policies, Honor Awards, Aquatic Leadership, Motion Pictures, Constitution, Resolutions, Permanent Historical Exhibits, Editorial Board, Necrology, and Professional Education.

President's committees: Joint Committee To Work with the Association of College and Reference Librarians of the ALA, Joint Committee with American Institute of Architects, Foreign Relations, Vocational Guidance, Sports Encyclopedia, Recreation, NEA Relationships, Radio, Committee on Definitions for the Dictionary of Education, and Committee on Legislation and Preparedness.

The reports of all other committees were acted upon, and the committees discharged with thanks for their good work. Policies were established to govern national committee appointments and reports.

It was moved that the Association go on record that it offers the services of the Association and its membership to the military authorities, and that the president be authorized to make this known to the proper authorities.

A budget of $36,700 was adopted for the fiscal year 1941-42. The executive secretary was authorized to ask the NEA business office to reinvest $2000 of Association funds, now in a savings account, in United States Savings Bonds or in a government guaranteed savings account.

The sections of the Association were allocated among the three divisions for the year 1941-42 as follows:

Health Education: Dental Health, Health Education-Teacher Training, Health Instruction, Mental Health, Safety, School Nursing, School Physicians, School Nutrition, and Therapeutics.

Physical Education: Administrative Directors, Administrative Measurements, College Men's Physical Education, Dance, Intramural Athletics, Men's Athletics, Private Schools, Public Schools, Research, Teacher Training, and Women's Athletics.

Recreation: Camping, Recreation Leadership, Recreation Program, and Recreation Research.

All affiliated organizations were assigned to the Physical Education Division, except the American School Health Association and the Y.W.C.A. Health Education Directors Society, which were assigned to the Health Education Division.

The dates of the 1942 convention were set for April 15-18. Other details concerning the convention were left to the Convention Committee.

The policy was established that the president should be a member ex officio of all committees and that all paid officers of the Association should assist committees as directed by the Board.

The vicepresidents were asked to work out a revised plan for the election of future vicepresidents, and to study the whole problem of sections and divisions.

The president was authorized to appoint the following committees:

1. Committee to work with the American Dental Association
2. Committee to investigate the possibility and probable expense of a memorial to Dr. McKenzie
3. Committee on a student section and student participation
4. Committee to study and develop suggestions for increasing the income from advertising
5. Committee to study honor awards
6. Committee to undertake a job analysis for American Association for Health, Physical Education, and Recreation officers.

American Association of School Administrators

HISTORICAL NOTE

At the meeting *of the National Teachers' Association in Harrisburg, Pennsylvania, August 1865, the state and city superintendents present decided to form an organization of their own. The new organization was called the National Association of School Superintendents.*

In 1870 the National Association of School Superintendents became one of the four original departments of the National Educational Association. Under the act of incorporation passed by Congress in 1907, it was called the Department of Superintendence of the National Education Association. In 1921 the Department was reorganized with a full-time executive secretary at Washington headquarters.

At the New Orleans convention in February 1937, the Department adopted a revised constitution and bylaws changing the name to the American Association of School Administrators, a Department of the National Education Association. It meets annually during the last week in February. A yearbook and an official report of its annual convention are its principal publications. The annual dues, $5, are payable to the executive secretary.

The officers of this Department for the year 1941-42 are: PRESIDENT, *W. Howard Pillsbury, Superintendent of Schools, Schenectady, N. Y.;* FIRST VICEPRESIDENT, *Carroll R. Reed, Superintendent of Schools, Minneapolis, Minn.;* SECOND VICEPRESIDENT, *Worth McClure, Superintendent of Schools, Seattle, Wash.;* EXECUTIVE SECRETARY, *Sherwood D. Shankland, 1201 Sixteenth Street, N. W., Washington, D. C.;* EXECUTIVE COMMITTEE, *J. W. Ramsey, Superintendent of Schools, Fort Smith, Ark. (term expires 1942); William J. Hamilton, Superintendent of Schools, Oak Park, Ill. (term expires 1943); Homer W. Anderson, Superintendent of Schools, St. Louis, Mo. (term expires 1944); Stanley H. Rolfe, Superintendent of Schools, Newark, N. J. (term expires 1945); President, First Vicepresident, and Second Vicepresident, Ex Officio.*

PUBLISHED here are as many of the addresses before the general sessions of the Atlantic City convention as space permits. All general sessions addresses have been published in full in the 1941 *Official Report* of the American Association of School Administrators.

GENERAL SESSION

MONDAY MORNING, FEBRUARY 24, 1941

AN EDUCATIONAL PROGRAM FOR THE COMMON DEFENSE

JOHN W. STUDEBAKER, U. S. COMMISSIONER OF EDUCATION, WASHINGTON, D. C.

PRESIDENT REED: It has been a source of much satisfaction, and I know it has been a source of strength for those of us in school administration, to feel that we have in Washington as commissioner of education a man who understands our problems at home, a man who has been a superintendent of schools in a typical American city. From year to year, as he serves us in Washington, it becomes more and more apparent that he is one of us and that the purpose of his administration is to be as helpful as possible to the educational leaders thruout America. We are fortunate to have with us John W. Studebaker, commissioner of education of the United States. Mr. Studebaker.

MR. STUDEBAKER: Four long years ago in addressing this Association at New Orleans on the subject "Crucial Issues in Education," I asserted that the most crucial issues in education "grow out of a major conflict which is swiftly reaching a crisis thruout the world. That conflict is between two principles of social organization. One principle is ancient and, we thought, discredited. The other is modern, but it faces new tests. In a word, the conflict is between dictatorship and democracy, between tyranny and tolerance. No important institution can ignore this issue."

It is easy to look back from the vantage point of today and see how mistaken we in the democracies have been. Many of us preferred to ignore the warnings of history. We did not want to join the issue between dictatorship and democracy. We apparently believed that the lion and the lamb could be made to lie down peacefully together. We now know that those leaders who compromised with the dictators—who let oil flow to the legions of Mussolini in Ethiopia, who sacrificed Czechoslovakia, who accepted the hollow promises of power-mad despots, mistakenly appraised the experience of history. Painfully the democratic peoples have learned again that the lion will not be satisfied to lie down with the lamb until the lamb is inside.

The events of the past four years constitute a partial indictment of education. That so many people failed to see the inevitable procession of events and the futility of appeasement reflects somewhat unfavorably on the efficiency of democratic educational systems. The ways of dictatorship are ancient. It is one of the primary jobs of education to transmit the

experience of history, to help men see the significance of actions and reactions, the relationship between causes and consequences.

Those few who understood the lessons of history from the time when Demosthenes urged the Greek city states to join together in defense of their freedom against an aggressive dictator to the far-sighted appeals of Winston Churchill for the unity of the democratic states in 1935 could not be deluded by the wishful thinking of the appeasers. If this understanding had been more general and more vivid among the rank and file of the people, the issue would have been joined four years ago. The citizens of the democracies, small and large, would have insisted on leaders who would link arms in the building of a united resistance to dictatorship. They would not have had to wait for ruthless tribal leaders to carry out their threats on one people after another to be convinced that this is the very nature of dictatorship and always has been. They would have known what to expect just as the child learns to anticipate that fire always burns. The free peoples might have had enough understanding to have avoided traveling again down the long, bloody road to a new Waterloo.

Yet there is no point now in dwelling on the mistakes of the past. Today the issue is joined. It has been submitted to the arbitrament of the machine gun, the tank, the bombing plane, and the battleship. The issue between democracy and dictatorship can now be resolved only as the representatives of one or the other of these irreconcilable principles are in a position to dictate a settlement. It is either Great Britain or Germany, either democracy or dictatorship. The issue is susceptible of no compromise. The differences are too fundamental for resolution by any formula of adjudication or of negotiation.

In the outcome of the present conflict the United States, therefore, has a vital stake. For we must be prepared eventually in case of a German victory over Britain, either to abandon democracy or ourselves to carry on the fight to a successful conclusion. Only thus can we clear the way for the rebuilding of a world, based on ethical principles, freedom, cooperation, and social justice rather than on force, subjugation, and slavery.

As a people we have come reluctantly to sense the momentous consequences which hinge upon the outcome of the Battle for Britain—consequences which directly and vitally affect us, our children, and our children's children. We have resolved not to come too late with too little in giving assistance to the democracies. In order to provide for the common defense of democracy we are marshalling our manpower, our machines, and our natural resources in a stupendous program of all-out preparedness.

Every individual and institution in our nation must play a proper part if we are effectively to provide for the common defense of democracy and freedom in today's world—educators no less than soldiers and workmen; schools and colleges no less than industry and commerce. All forces must cooperate with government under democratic leadership in this urgent national and international effort. The schools and colleges are anxious to do their full part in the preservation of democratic ideals and institutions thru a program of education for the common defense.

Most of you know from experience and observation that the schools and colleges of America have been engaged in a greatly expanded program of vocational training for national defense industries since last July. That program is important in two ways: (a) it builds morale as it prepares increasing numbers for active participation in the industrial mobilization for the defense of democracy—that is the psychological aspect; (b) the more efficiently it is developed the more surely and quickly shall we force the new despots to the decision of Waterloo.

By next July we expect to have trained nearly one million defense workers in the skilled and semiskilled occupations in addition to those who are regularly trained in vocational schools and classes. The farflung training facilities of hundreds of schools and engineering colleges thruout the nation have been utilized to train more than half a million workers to date. Over half of these workers were taken from the rolls of public employment offices and the WPA to be given preemployment "refresher" courses—courses designed to restore or adapt previously attained skills. Daily these trainees walk out of the classes into the factories. More than 60 percent of those who have completed these courses have already gone to work. The time is not far off when the personnel directors of the rapidly expanding industries will be, figuratively speaking, waiting anxiously and impatiently at the portals of our training centers to escort every trainee who completes his course to a place in industry.

When some of us urged the adoption of this training program even before the "blitzkrieg" in France, we were told that it would not be needed. Statistics on the number of unemployed skilled people, willing and eager to take their places in industry, were quoted with confidence. But the statisticians left out the human factor. They did not realize that the 1929 workers so neatly classified in statistical tables needed something to make them 1941 workers in aircraft, ordnance, machine tool, and other defense industries. The record shows that this training program is crucial if we are to avoid bottlenecks in these industries resulting from shortage of skilled workers.

We have been cautioned against training too many workers or expanding too rapidly toward 24-hour utilization of vocational training plant facilities. Upon the advice of the employment services and other agencies we have moved cautiously, carefully exploring the active demand for workers before enrolling the learners. Yet some of us have felt all along that it would be better to have too many trained people than not enough. We were convinced that America could use all the skill, ability, and competence we could possibly muster. How right we were is becoming perfectly obvious now.

I am proud of the fact that the professional leaders in educational administration and especially in the vocational branch of education demonstrated foresight and practical vision. The real demands they anticipated are here. I wish that our theoreticians and academicians could be counted upon to be as realistic. The fact that so many analysts—economic, social, and political—have underestimated and miscalculated the direction and velocity of present trends seems to suggest that academic training would lead to straighter thinking if it were more generously seasoned with the

practical disciplines of vocational training or, at least, with a more intimate acquaintance with industrial life. A few academicians look down their noses at vocational training, disdaining to call it education. Personally, I believe that young people who have acquired some practical skills and who have learned to combine some general education and disciplined hands in a productive accomplishment are better prepared to approach the hundred best books than the learner whose primary contact with the world of reality is merely thru word symbols.

We hear a good deal these days about the inefficiency of democracy. A word here about the speed with which this defense training program got underway may add to our confidence in the democratic process and in our profession. Three days after the first appropriation was made for the training program, classes in many parts of the country were beginning to assemble. Within thirty days 60,000 persons were enrolled. Compare that with the 60,000 persons trained in this country during the eighteen months of the First World War. This achievement was possible because thousands of teachers, supervisors, superintendents, and advisers from the ranks of labor and industry with a clear view of the needs in each locality and *with the freedom to follow their best judgment* were prepared to do their job. And this leads me to say a word about federal aid to education and my philosophy of democratic administration.

This huge training program has been financed to a considerable extent with federal funds channeled thru the United States Office of Education and state boards for vocational education to local school systems and also to engineering colleges. For the purposes of this program the United States has become one vast school district. Yet it should be emphatically noted that altho national in scope the program is state and local in operation. It depends directly upon the school systems of these states and communities, with their investment of more than a billion dollars in technical school plants and equipment. Altho nationally financed it is nevertheless democratically managed and administered with the wholehearted cooperation of educational authorities and advisory committees representing labor and management at national, state, and local levels.

One important effect of our experience with this program is its influence in making us more acutely aware of the practical possibilities of national participation in development of education. It has been made clear that a liberal measure of federal support to education, when channeled thru the regularly constituted educational authorities, can bring immediate and effective results in strengthening our common life.

This emergency effort has provided many illustrations of how a national program can be adapted to varying conditions in different states and localities when local initiative and interest are safeguarded. For example, in Joplin, Missouri, funds were not immediately available for the renovating of an old building to be used in the defense training program. When, from their representatives on the advisory committee, the local unions discovered the need, they donated the services of their members in patching stairs, painting walls, building ramps, and installing and tuning up machine tools.

Numerous other instances of similar initiative and cooperation on a wide scale could be cited.

In education we are dealing with the human equation. This I think is one basic justification for our theory of decentralization of responsibility and authority. It is also our best justification for our insistence on freedom for *professional* planning of local programs. Few will object seriously to the centralization of authority in a road-building program. We shall not be much concerned if we travel on roads properly built according to centrally determined specifications. But in a democracy we do not want to build personalities or even to develop skills among differing human beings according to detailed specifications handed down by central authority.

For years, long before I became commissioner of education, I have consistently urged federal aid for education as a means of equalizing educational opportunity. At the same time I have maintained that the maximum responsibility and authority for the wise use of such funds and for the free development of educational programs should be lodged in the hands of administrators and schoolboards in the localities. I say that out of long experience as a local school administrator and out of six years as commissioner. If a commissioner of education and his professional staff can suggest improvements, new directions, and new emphases as a result of a national perspective, I have confidence that local authorities, eager to make their efforts count most effectively, will adopt and adapt these suggestions as rapidly as it is practical to do so. Federal aid is not a device for forcing educational policies and practices into a mold cast in Washington. In our democracy it must be viewed as a means of releasing the imagination of a million trained educators and facilitating the making of plans that will more effectively meet the real needs of youth and adults. No commissioner of education can judge those needs as accurately as the superintendents, principals, teachers, and people whose needs are served in their home states.

This seventy-five million dollar defense training program is demonstrating that federal money can be used efficiently and responsibly without detailed dictation from Washington. In spite of the unprecedented demand for swift and effective action and the cutting of all red tape, we have found it possible to pool the experience and common sense of many people thru the device of advisory committees at national, state, and local levels. This method of doing the job, which brings into play the creative forces of free decision, experimentation, and local planning, is a significant and vital part of that democracy we are defending. It constitutes our best hope of realizing that ultimate defeat of the tyrant at the new Waterloo. For in the last analysis the democratic idea that two heads are better than one will produce an efficiency and a morale capable of overcoming a dictatorship whose one-headed rule eventually makes the wrong-headed decision.

So much for the vocational training element in our common educational program for the common defense and the important principle of democratic administration which is involved in that program and its financial support by the nation. Certainly we require men and women trained in the occupational skills needed to permit the rapid expansion of our defense industries.

But we would be unrealistic if we were to ignore a second important element in our educational program for the common defense—the element of moral and spiritual preparedness. We must have the will and the spirit, that is the morale, to enable us to face unflinchingly the exigencies of the days of stress and strain which lie ahead. Upon the schools and colleges rests a heavy weight of responsibility for the spiritual defense of America. I should like to make two general suggestions and one specific proposal as to how the schools and colleges can discharge this responsibility.

First, we must continue as in the past to provide youth with the facts upon which to base intelligent judgments, some recent publicity indications to the contrary notwithstanding. The ability to arrive at convictions upon the basis of evidence which stands the test of critical thinking is now more important than ever before. The test of truth or, to put it otherwise, the detection of falsehood, half-truth, and improbability is a prime objective of education in a democracy at any time. It is doubly important today when emotion clouds opinion, when patriotism prompts hysteria, when bitter intolerance of differences among us rears its ugly head. It is not enough that youth study history and the natural sciences or be brought to understand the logic of mathematics. Thru careful training in evaluating evidence in the difficult realm of social, political, and economic problems, they must learn to separate truth from falsehood, to distinguish dishonest propaganda from honest advocacy. This is no easy distinction to make. We have no litmus paper at hand with which to distinguish between the totalitarian propagandist and the honest loyal American. The problem of protecting our heads and hearts against the demoralizing barrage of totalitarian directed propaganda cannot be solved by a training in a defense catechism. The problem cannot be solved by instituting courses under some such title as "What Every American Must Believe."

Even tho the attack on our morale is specific and centrally planned, the defense cannot be specific or centrally planned. For example, one strategy of the Fifth Columnists is to dwell on the social and economic failures and evils apparent in our society with the hope of persuading Americans that because these evils have not been eradicated thru the democratic process we have nothing much to defend. Many loyal Americans with acute social vision have been and are concerned with these evils—unemployment, racial inequality, want and misery in the presence of surpluses and plenty. It is often almost impossible to know certainly whether the attack on such shortcomings is made by one seeking social improvement thru democratic processes or by one anxious to destroy our confidence in democracy itself.

Education for democracy is a large order. It must be sufficiently comprehensive to enable young people and adults to meet the trained dogmatic disciples of the new political religions with convictions soundly based on broad understandings. While our adversaries are disciplined in the arguments and sophistry of a party line—a line that changes by centralized direction—our education must develop the capacity for independent and critical analysis, depending upon the free exercise of the common sense of free man to detect the fallacies of the intellectual robots.

Second, schools and colleges must feel a new and greater obligation to communicate a genuine loyalty to the ideals of true democracy; a sense of the spiritual values of our shared activities and aspirations. Democracy cannot be narrowly defined merely as a form of political organization; it must be broadly conceived as a way of life, a relationship between individuals which is based upon the ethic of the Golden Rule and which has a dynamic moral purpose. Belief in the intrinsic final worth of the human personality, belief in intelligence, truth, moral law, and social justice—these must be made to come alive in the loyalties of youth and of adults.

To do this we must provide for the expression of patriotism thru participation. In the last analysis, our morale and the soundness of our citizenship rest not merely upon an academic foundation. People believe in and are ready to fight for the democratic process when they feel themselves a part of it. We are educating for democracy in the schools and colleges when we prepare people for effective participation in the great struggle to achieve the common welfare; when they themselves experience the rewards of altruism in action. We are untrue to our trust to the extent that we separate the educational program from the social aims and objectives of the community. People who have helped to get things done and who have put their knowledge to work in the democratic achievement of the public good are not likely to distrust themselves or the process. Much as we need to know the background, history, and mechanics of government, this knowledge alone will never make us as a people convinced of the value of democratic principles. Personal adjustment, employment, normal family life, reasonable hopes for a better future, plus participation in the common social enterprise constitute the best guarantee of loyalty to democracy. In contributing to the preparation of youth in these matters, schools also build loyalty to democracy.

Finally, what of the future? Will we always need tanks, warplanes, anti-aircraft guns, and battle cruisers? Or will the time come again when the menace of world gangsters will have been done away with; when those who took the sword will have perished by the sword? What then? Has education any responsibility to begin now to prepare not only to win a war in the common defense of democracy but to win a peace for humanity as well? I think it has. We in the schools and the colleges must begin now to look ahead to the world reconstruction which must follow upon a democratic victory. We must begin now to prepare both youth and adults to help form that public opinion which will insure the organization of peace upon an enduring basis.

Indeed, I believe that the need for citizenship education is so acute that we ought now to bring the strength of federal aid to this enterprise, particularly in the field of adult education. I want to see the same freedom for local experimentation and planning, the same participation of advisory committees that we have so successfully insured in the scheme of federal aid for vocational education. Here again the methods we follow are quite as important as the goals we seek.

Nobody is more conscious of the dangers involved in loosely drawn legislation to buttress education thru federal aid than I am; but I am also con-

vinced that we cannot preserve self-government in a society half enlightened, half ignorant. I believe that we can meet this challenge by cautiously protecting local initiative and control thru carefully drawn legislation.

I take this occasion to spike one false statement that is sometimes used in the effort to discredit federal aid proposals. It is this. In our emergency program of adult civic education thru forums, I have never, nor has anyone else in the Office of Education, sent out speakers and forum leaders to spread propaganda in violation of local autonomy. That statement is false. I so brand it.

No one in the Office of Education has ever selected any of the hundreds of forum leaders or speakers whose salaries have been paid in part or in whole from federal funds. Men are on this platform who administered those programs and can testify to that statement. In the very beginning I insisted that the regulations specifically place the full authority to select leaders and determine programs and subjects for discussion in the hands of the local educational authorities, without the approval of anyone in the national government, and if you will examine the subjects discussed all over the land in that democratic, cooperative program, you will see how often the subjects selected were designed to point criticism at the New Deal.

I would like to read again from the 1937 yearbook of the Department of Superintendence—a statement I quoted four years ago in addressing you: "It is highly likely that Fascism, under some name or another, will come to the United States *unless* unemployment can be lessened, most able-bodied men and women employed at decent wages and salaries, the farmers given a fair return for their labors, and adequate provisions made for security in sickness, unemployment, and old age. The chances of bringing about these conditions will be remote unless we can preserve such essentials of the democratic and progressive system as freedom in the schools, and freedom of church, press, and the air. Hence, the role that education must play if we are to avoid Fascism and dictatorship is one of supreme importance.

"Since the trend toward reform or Fascism is bound to be rather definitely decided within ten years or so, we cannot put our full trust in improving the instruction in the schools. The die will be cast one way or the other before many now in school have become adults. Therefore, much depends upon the speed, effectiveness, and frequency of the organization of such forums and programs of adult education as those now being promoted by the United States Office of Education." I had nothing to do with writing that statement.

We have not begun to promote the kinds of programs referred to in that quotation on a scale sufficiently comprehensive to make the necessary impact on our problems. An educational program for the common defense must face in two directions at once. It must prepare us for united, skilled resistance to aggressive, expanding, threatening dictatorship. But it must also sharpen our wits and deepen our understanding of ways in which to bring about the more rapid solution of the social and economic problems of the machine age. For we can lose democracy in either of two ways—by pressure from the outside or by collapse from within. In general, our defense training program is

education's answer to the pressure from without. Our civic education program proposes to buttress the democratic process within.

To summarize, I have said that an educational program for common defense must in practical ways both increase our skills and enlighten our understandings for the pursuit of common democratic purposes. If we can see that during the last four years the democratic peoples have become the victims of their own ignorance—their ignorance of the ways of dictatorship and their ignorance of the ways and means of making democracy work, nationally and internationally—then we must see that education carries a major responsibility for the ultimate victory of free government.

THE RESPONSIBILITY OF EDUCATORS FOR THE STRENGTH OF DEMOCRACY

THE HONORABLE HAROLD E. STASSEN, GOVERNOR OF MINNESOTA, ST. PAUL, MINN.

PRESIDENT REED: I am proud to have the opportunity to present to this great convention the governor of Minnesota. Governor Stassen has come to be in our state, and to some extent in the United States, the symbol of the leadership of youth, youth and liberalism, combined with efficiency, and with a kind of positive Americanism which we need in our leadership these days.

In presenting him I want to express my thanks, the thanks of all of us, because he left an extremely busy legislative session to come here.

GOVERNOR STASSEN: The tragic march of recent world events has turned many of the lighted houses of democracy into grim, black ruins. The democratic way of life is vigorously and ruthlessly challenged. The sturdy island citadel of free men lives under constant threat of invasion. The thinking of the day naturally tends to measure the strength of a democracy by the power of its armed forces.

Yet, even at this hour, it is imperative that we recognize that in the long view the conduct of our educational system is of greater importance to the strength of our democracy than is the armed strength of the nation. To say this is not to detract or minimize the stern necessity of building up our national defenses and of giving aid to the democracies of the world. Rather, it is to focus attention for an appraisal of the responsibilities of the educators of the nation.

I am pleased to accept the invitation to speak to you this morning. But I accept and respond not with any attitude of speaking positively or with authority but rather to present some frank observations and views that might stimulate thought and discussion on your part in your search for the role of education in the democracy of tomorrow.

We could take an inventory of our schools with either dark- or rose-colored glasses. We could point out, as some have done, a seeming basic failure of our educational system to teach fundamental principles of democracy and the concepts of our Western culture, leaving these to be acquired outside the educational system. We could also charge the failure to prepare

the students for the actual parts they must take after graduation. But, on the other hand, we might well point with pride to the great accomplishments of our educational system, to the high percent of literacy, to the widespread free education, and to the successful assimilation of the sons and daughters of every nation in the world, weaving them and their children into the very fabric of this new nation.

Realistically, we should weigh both analyses and determine not to rest on the laurels of the past, but to turn our thoughts to the future and consider the contribution education can make to the nation. We can well ask, How can the schools of today best prepare the children of the nation to fit successfully into the social, economic, and political life of tomorrow?

In answer to this question two viewpoints are quite generally found: (a) that our schools must turn to vocational training of the students for the occupations that they are to fill in the future, (b) that the schools should continue to give a general education preparing all in the broader sense for their future lives.

The issues should not be which of these types of preparation be given to the youth of America, but rather that every youth be given both of these types of preparation as distinct phases of his or her education. In other words, the trend of economic conditions makes it imperative that the students be prepared more specifically for their future opportunities for taking a part in productive enterprise. Second, the maintenance of a strong and virile democracy requires that every youth be given the broader preparation for his participation in the social and political life of the nation.

As you well know, a few decades ago the secondary-school system was engaged in preparing a small portion of the youth of the country for their entrance into colleges and universities to prepare for the professions, arts, and sciences. The relationship of the educational system to this group now presents no great new problems. Soon the secondary-school system found in its enrolment an increased number of the youths in the country who stepped out into the clerical, trade, and general white-collar positions. This group likewise now presents no aggravated problem.

In recent years, however, our secondary-school system expanded tenfold to an enrolment approaching seven million boys and girls. This means that enrolments include over one-half of all the youths of this age group. It also means that it includes large numbers of youths who either must fit into the many industrial trades and occupations or they must string along in the ranks of the unemployed.

At the same time that this change has been taking place in our high-school enrolment, it has become increasingly difficult for the youth to prepare for or enter into a skilled or semiskilled occupation after graduation. Many factors have contributed to this, which I enumerate not in a sense of criticism but only as a feature of realistic recognition. Wage and hour restrictions have tended to reduce the offering of apprenticeship and helper positions to youth. The policies of labor organizations have been to restrict new entrances into their particular occupations. Economic and legislative factors have removed incentives for expansion or development of new activities. Merit ratings of

employers on unemployment compensation records have made employers cautious about hiring inexperienced help. All these things have tended to close doors previously open to youth in their efforts to acquire special training and skill after leaving the educational system.

These factors will quite likely continue to be with us. Consequently, if youth are to have a better chance of fitting into the productive stream of activity, both for the fullness of their own lives and the strength of our entire system, they must be prepared to an increased degree by the educational system itself. To meet to an increased degree this phase of the responsibility of the future, educators thruout the land should be furnished with current statistics of the occupational trends and opportunities and current statistics of the type of preparation by occupation that the current student body of the nation is engaged in. In addition, the particular vocational opportunities presented by the surrounding community should be given definite consideration by the responsible educators. Where feasible, actual conferences should be held with leaders in the industrial, civic, labor, and agricultural life of the surrounding community regarding the future of the high-school students.

The curriculum of the vocational phase of the student's education should be planned and prepared with the best possible information concerning the conditions the student will face upon graduation. Obviously, an increased development of vocational education emphasizes the need for increased vocational guidance. This might be furnished as a direct and integral part of the educational system or it might be supplied in corroboration and in conjunction with the government employment service offices. Some studies indicate that the most successful experience in vocational guidance is found where a close relationship is worked out with alert employment service officials of the community.

This increased emphasis on vocational education also requires a broader presentation to the student body as a whole of the dignity, drama, and importance of all the various occupations that make up the economy of modern society. A leftover worship of clerical and professional positions permeates many of our secondary schools to too great a degree. We do not give sufficient recognition to the personal satisfaction and fullness of life of many of the workmen of the nation who are busily engaged in making things on a production line or on a work bench or in transportation or communication with its modern drama and appeal.

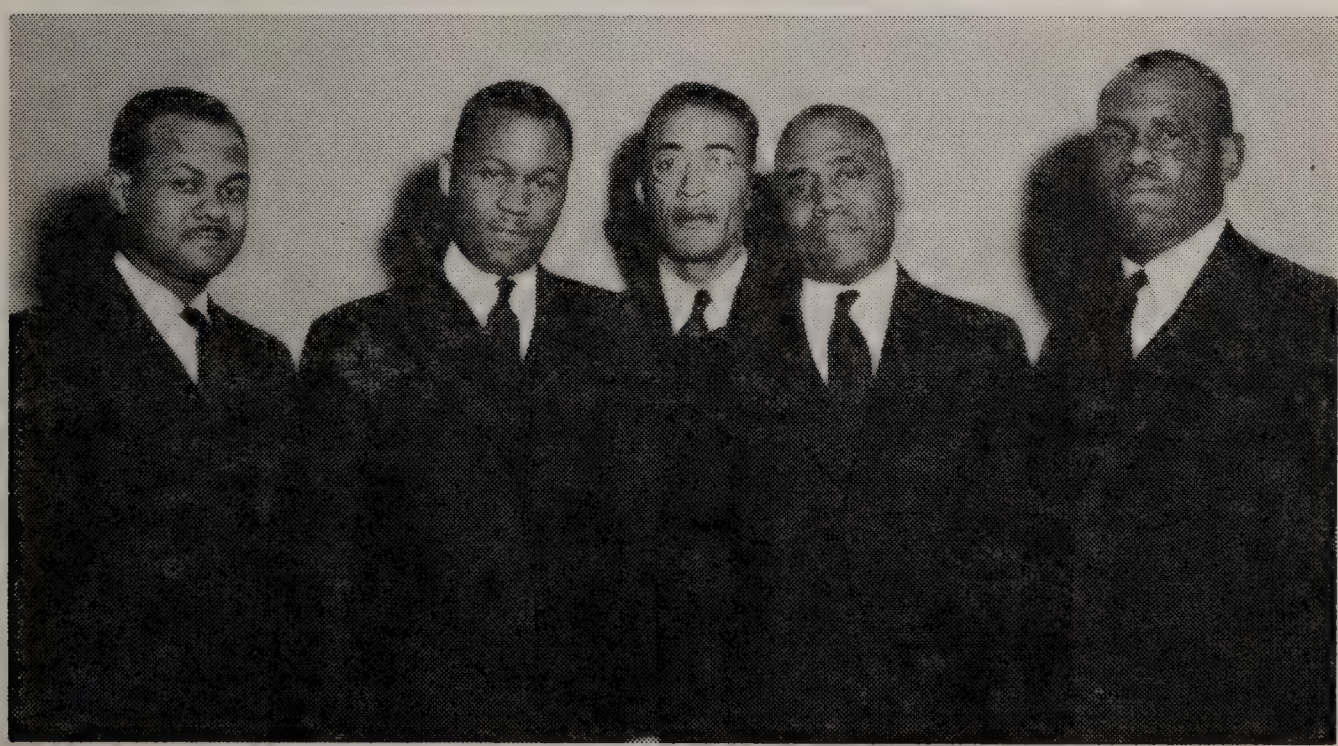
We might think of work in many modern industrial positions as drab and routine and uninviting. But if we enter one of these factories, mills, or shops and step up to a capable workman and ask him what he is doing, what the relation of his work is to the finished product, we are pleasantly surprised at the interest, pride, and satisfaction that the workman takes in the importance of his task and its relationship to the final product, filling a necessity or a pleasure of his fellowmen. This experience is all the more striking if we compare it to interviewing youths who have spent a few years after graduation in a fruitless attempt to fit into some useful place in the economic system and are still a part of the legion of unemployed.

A proper appreciation of the part that all occupations play in the total scheme of things and the interpretation of that appreciation to the student body is an important part of successful education in a democracy.

As a distinct part of the education of every youth, regardless of the particular vocation, there should be a general education in preparation for the part that the individual must play in the social, cultural, and political life of the nation. This would require a budgeting of the school life of the individual to make room in proper proportion for these two distinct phases of his education. This general phase of education is extremely important, for just as the specialized developments in industry have made special vocational training important, so have the increased complexities of our social and political problems made a general education for all our citizenry increasingly important if democracy is to function effectively and soundly.

As a phase of this general education we should give increased recognition to the many new opportunities for continued learning apart from formal instruction courses. The modern widespread dissemination of newspapers, magazines, and other printed materials, the ease of travel, and the nationwide use of the radio and other public information agencies are important elements in the continuing opportunities of the student for learning after graduation. The student should be given an understanding, appreciation, and stimulated interest in these various sources of information along with a realization of the coloring, the propaganda phases, and the factual areas involved. An increased interest in reading, in listening to the educational types of radio programs, and a training in evaluation between the types of reading material and radio programs is of tremendous importance.

A student should also be assisted in understanding not only the basic concepts underlying a democracy but the methods of implementing those concepts into actual functioning of a government of free men; to the correcting of abuses, and to striking a balance between liberty and license for the sovereign individual citizen. This general education of every future citi-



The Hampton Institute singers enriched the Vesper Service

zen should include an increased understanding of the relationship of this country to the world as affected by the development of modern science, communication, and travel.

The realistic study of facts of world affairs in our schools might determine, in the generation ahead, whether this nation rises to its responsibilities as a powerful nation following the democratic way of life or whether it shrinks in significance thru limited vision.

In the conduct of general education let us not lose sight of the fact that democracy needs leadership just as vitally as it needs an intelligent citizenry. Able, intelligent, broad-minded, and tolerant leadership is essential to the ultimate success of a democracy. I urge upon the educators of America that they make every effort to encourage and stimulate those members of the student body who show indications of the qualities and aptitudes of leadership. The securing of decisive and efficient action with the consent of a majority of free men is in itself a challenge that must constantly be met for the success of democracy. Our schools, thru extracurriculum activities of a proper and varied nature and special counseling on the principles of executive action, can make a definite contribution to the qualities and abilities of our leadership. The educators of today can do much to determine the character and value of the leadership of our democracy of tomorrow.

I present these frank thoughts to you with a word of commendation for the constructive contribution that your Association and your profession of teachers and educators of the country have made to the great strength of our democracy of today. I present them also with a fundamental faith that you will present to the nation of tomorrow a citizenry that will maintain a strong democracy, rising above obstacles and making an increasing contribution to the welfare of mankind. Let us hope that that generation which you present as citizens of the nation in the days ahead will also be the generation that finds the way to substitute the democratic methods of law and justice and peace for the totalitarian methods of ultimatums and force and war.

A FOURFOLD CRISIS IN EDUCATION

T. V. SMITH, PROFESSOR OF PHILOSOPHY, UNIVERSITY OF CHICAGO, CHICAGO, ILL.

PRESIDENT REED: I had occasion a few days ago to look over some old programs of our organization, back in 1915, '16 and '17, and I found on looking over those documents that there was practically nothing said at our meetings that would indicate that we were in a war or that we were on the edge of financial crisis. To show how we have changed, right now we have had difficulty because of the fact that President Conant has been called to a secret mission in England, in the service of his country. Our next speaker, to whom I feel profoundly grateful for coming here and pinch-hitting for President Conant, last night addressed a great meeting in Chicago

for Greek relief. He left Chicago after midnight and he is here this morning, which indicates that the world "do move."

He has come here at some sacrifice to appear on our program and to present a patriotic viewpoint toward the problems we are facing today. It is my pleasure to introduce to this audience T. V. Smith. Mr. Smith.

MR. SMITH: The first crisis in education today is a crisis military. The absence of our colleague, President Conant, is eloquent testimonial not only to the fact that the country faces the problem of military defense but that education faces a crisis in its relationship to the necessity of military defense.

I suppose there is not one of us here today, whatever our position may be upon the controversial issues as touching national defense, who does not know that if the war in which many say we have no concern, should go one way, American education will close up shop and you administrators will have nothing to administer except the ignominy of a skeleton with the spirit all gone.

Today from all over the world men with hands chained look to us who stand, the only nation of power significance in the whole world who can match unchained hands with hearts still unchained, to help in the enterprise of saving the cause of education, saving that relationship between men and men where they do not look over their shoulders before they speak, and then dare not speak above a whisper, saving that relationship between the generation that is passing and the generation that is coming on, so that it can say as thru countless generations wise and liberal teachers have said:

> Let me be wings to bear you on your skyward journey,
> A sword to cleave your bond and set you free.
> Then though you drop with outworn sword and pinions,
> I shall not care, knowing I gave you wider skies to wander,
> And of my love made freedom, not a snare.

To save that form of liberal society, to save that form of education in which the intent can be emancipation and the goal can be the enlightenment and the freedom of the human spirit, is a cause which makes the first crisis in education today a military crisis.

What our attitude should be in detail toward this crisis military no one of us is wise enough to say for all of us, but as long as there hangs over us the cloud that while we go about our business quietly and peacefully that business may be noisily and violently dissolved, we cannot shut our eyes to the fact that among the other priceless things that are being defended today, with or without our aid, but successfully defended only henceforth with our aid, is the educational process which we are here to improve today.

The second of the crises that I should like to speak of is the crisis moral. I do not, as a professor of ethics primarily, harbor the feeling that the private virtues of men in different free societies differ very much from age to age. The social distance in all our lives between what we ought to do and what we do is as great as the circumstances will allow.

I am never reminded of anything so much when I see men who in unction forget this realistic human fact as of the lines on the dachshund:

> There was a dachshund once so long,
> He hadn't any notion
> How long it took to notify
> His tail of his emotion.
>
> And so it happened while his eyes
> Were filled with woe and sadness,
> His little tail went wagging on
> Because of previous gladness.

The common virtues of men are, by and large, those for which the social and natural environment provide sanctions so that we get caught up thru violation of them, and our immorality counteracts itself by convincing us of its stupidity. Where that does not happen, men take the leeway that is offered them and live life as best they can.

I say this not in any sense as a cynic. There is not any point, after all, in the name of morality, of men's denying themselves or denying one another that which in the long run is not itself denied by the nature of the world and the form of society in which we live. That is too austere a view of the moral enterprise, and consequently I think while it behooves us as educators to call attention to these discrepancies between pretenses and performances of men, and particularly to call attention to the natural and the social sanctions that implement morality and keep it within a golden mean of a wobbling center of human life, with a great deal of leeway and fun allowed, the crisis of which I speak is not of that private order. It is rather the crisis with reference to public morality.

Democracy, as we all know, is a form of compromise. Our Constitution itself is a document which sets up the machinery for compromising every question, including the question as to which one shall be leader at any time, the President, the Congress, or the Judiciary. No man, no group of men, can settle questions like that in advance. The fathers left those questions for their sons to settle, and how painfully their sons have to toil in the settlement of them! But the Constitution has set up a form, a machinery, whereby every question that is public can be settled by the rough and ready method of compromise.

We get fed up, however, on the business of compromise. There come times in American life in which this attitude—and I think it applies more to educated people than anybody else, and the higher the education the more it applies—in which the profound distrust of the politician, and in which the complete ignorance of the fact that the politicians are the moral creators in our society that keep us fresh and alive and going—itself precipitates a genuine crisis. Some countries have got so fed up on what they call the shoddy production of a compromise system that they have preferred to turn aside and try dictators on moral grounds rather than longer stomach the mediocre morals of the compromise system.

It is the attitude which the American people in an emergency tend to

develop toward their politicians that constitutes the crisis moral of American education; for the simple truth is that the opportunity for improvement of morality in any generation takes the form of whether or not we shall set up with magnanimity the forms of compromise for settling the striving conflicts of social life, or whether we shall not do so.

And I saw not long ago what seemed to me almost a psychopathic statement, so true was it of the mentality of even many educated men toward politicians, in some lines describing the attitude of the good citizen who, with his chin in his hand, was debating which one of two candidates he would vote for when he did not think either one of them was worthy of getting his vote.

BILKINS AND MURKINSON

I decided to vote *against* Bilkins,
Though I couldn't exactly tell why;
I just didn't enthuse,
When he stated his views,
And he had a *mean* look in his eye.

The speeches I heard him deliver
Seemed vapid, and wobbly, and weak,
"I'm off him," I said,
With a shake of my head,
And then I heard Murkinson speak,
And I said to myself as I strolled from the hall,
"Um-mm, Bilkins might *not* be so bad after all."

Next morning I read in the papers,
The statement that Bilkins had made
Concerning finance,
And the possible chance,
Of the speedy revival of trade.

I went through a couple of columns,
About how he'd clean up Wall Street,
And the way he'd proceed
In this hour of need,
To set the world back on its feet.
And I said to myself, as I sat there, said I,
"Well, Murkinson *can't* be as bad as that guy."

Next morning came Murkinson's statement,
Of the ways and the means he had planned,
To put us all back
On prosperity's track,
If ever he got a free hand.

He said in a year at the farthest,
(And he thought it would not be so long,)
He'd have us all back,
On prosperity's track,
And life would be one grand sweet song;
And I said to myself, with a catch in my throat,
"I'll ballot for Bilkins—that is, *if* I vote."

And yet if I may presume to say so to you with complete, realistic candor, I harbor the fancy that if out of this gathering of high-minded administra-

tors of American education, here today, by some miracle, some turn of the screw of fate, you could turn out every governor of every American state, and all the legislators and the Congress of the United States and fill, as best one could, adapting capacities to needs, the American legislatures, and Congress, and the governor's chairs with the men and women who sit before me today, and give you six months to get your wind and learn your job, that the political product two years hence would, to say the least, not be any better than the product that came out two years heretofore.

And I see that you suspect that to be true yourselves—whereby hangs a moral which in the ordinary days of life I make bold to fear that you yourselves do not draw, and that moral is this: That in the task which the politicians have to face in a democratic society, they are, by and large, doing as good a job as can be done under the circumstances, and therefore deserve our sympathy and indeed our support instead of our constant suspicion and criticism, for that job has a difficulty about it and a reason for the difficulty that has too infrequently been said. The job is to take problems that have come into conflict, when there are equally intelligent, honest, and persistent citizens on both sides or all sides of the question.

In all the great conflicts of our modern world, justice has broken down because the quarrel is about what justice is in the circumstances, and you cannot settle the quarrel by calling the name of the ideal which itself is in

Courtesy Scott, Forsman and Co.

President-Elect Pillsbury and the Quiz Kids entertain each other

question in the progress of the quarrel. Nobody except a stupid person will undertake it, and when he does it is a provocation not to a settlement but to a fight, for the simple truth happens to be that the chief reason why the political product cannot rise further above the moral mediocrity than it does arise is that good people will not let it rise any higher than mediocrity. The simple truth is that the damage done is by human conscience because we say, of course, "Well, we are willing to compromise economic issues." Of course we are, but they never get to the point of being dealt with in a legislature where they can be compromised until they have already got past the place where they are economic issues.

We say then, "Well, I would be willing as far as the money goes, yes, but it is the *principle* of the thing, and I am not going to let them get by with it."

We wrap around all our economic issues, and around all our professional conflicts, and all our personal interests the robe of conscience, if we are honest men. Then we make everything a moral matter, and the other fellow makes it a moral matter, and the politician stands between and has the job not only of compromising the issues in conflict but of compromising the consciences of good citizens before he can establish justice and prevent a fight.

And that is a very bad situation to be in. As the *Saturday Evening Post* said:

> In moments controversial,
> My perception is quite fine;
> I always see both points of view,
> The one that's wrong, and mine.

This is the reason why laws have to represent not the highest of human conscience but the lowest of human conscience because conscience cancels conscience out in its impetuosity, and all that can be left is the lowest common denominator of ideals upon which alone idealistic men can bring themselves to agree; and therefore, as William James once said, "Democracy is a system in which you do something and wait to see who hollers," and then you remedy the hollering and wait to see who hollers from the remedy.

And the politician, if we could but understand him, comes to be a scapegoat, the eternal priest of humanity sacrificed for the sinful overrighteousness of his people, because it is his job to compromise the consciences of men, when if *they* did it, they would have such a sense of guilt as would impair their self-respect and undermine their citizenship. It is his job to arrange these compromises and not have a guilty conscience over it. For, as I said on the floor of the senate of Illinois one time in defining myself and my colleagues, we politicians are men who can compromise issues without compromising ourselves, and in a pinch can give an issue clean away without giving ourselves away.

It is the business of the politicians out of that moral chaos where ideals do not count, except as weapons of mutual assault, to create a new justice which men will first accept grudgingly, but about which finally in the perspective of the years, if they can but keep their disgust down, they will say, "Well, after all, it was the best thing to do, I see now, as I look back

over it." I make bold to say that we ought to engage the imagination of our young men, and particularly of our bright young women, who have qualities of leadership, to go into this political game, and that we ought also to educate ourselves to appreciate men like Governor Stassen, to see honest, able, hard-working, good-humored, and tolerant men like this magnificent governor of a great midwestern state struggle as they do, longer hours than you work, under more trying circumstances than you work, and still keep their health and still keep their morale, and still keep their faith in democracy.

That is to me an inspiring sight that leads me to make to you the challenge: Let us not undermine the faith of the American people in the living politicians, in the fatuous belief that we are going to raise up a much better breed in the next generation. We are not. And we are not because good people will not let the politician's problem be anything other than what it is and, being what it is, our living politicians, in my opinion, are doing about the kind of job that we have to expect politicians to do.

Yes, I to my perils of cheat and charmer
In politics, came clad in armor
By stars benign;
Hope lies immortal, and most believe her,
But man's deceiver was never mine.

The thoughts of others were light and fleeting,
Of lovers meeting, or luck, or fame;
Mine were of trouble, mine were steady,
So I was ready when trouble came.

I commend that to all of you as politicians, for all of you are, and I commend it to you with reference to politicians. It is only by making this distinction between the private and the public, which the Constitution makes in its body and then in its Bill of Rights, by saying in one area that every problem must be settled by compromise, but about another area with a fence a mile high, "Let no politician enter here."

We do not have to have a high order to satisfy the consciences of exacting and sensitive souls in our public life. What we have to do is to maintain the machinery of compromise and enough good sportsmanship to accept the results even when we dislike them cordially, for in that spirit of accepting what we do not like as private individuals, we maintain in the American system the ability to go on liking whatever we please in our private capacity and living our lives there.

The third crisis of which I wish to speak, tho hardly more than alluding to it, is the crisis monetary. I do not need to tell hard-pressed people who are more concerned and more conversant with this aspect of education than I am, that we face, in all probability, hard days ahead, partly because of the extraordinary cost of our defense preparation, partly because of the fact that the rate of population increase is notably declining in America. Not improbably we shall live to see a slow-beginning decline in population itself, already seen in our schools.

The question is whether with debt being what it is, with the demand for balancing the budget being what it is, with the political virtue of compromise in politics being what it is in every state, whether or not the schools will not be the first to get it in the neck, for, after all, we politicians have to listen to those who squawk the loudest, and school teachers and school administrators, by and large, are a little more quiet and a little less raucous in speaking up for their interest than other groups that are involved. If that remains so, we shall do extraordinarily well in the years if not in the months ahead to make out a case thru the quality of what we are doing so that we can keep the same quantity of support which we have been having for a lessened number of children in the American schools. I think I see a way of so dramatizing the significance of what we are doing, of so touching the pride of taxpayers that we might perhaps hope to be able to keep something like the same support in the years ahead and thus do a better job because we will have fewer students to do the job upon. I do not myself have the impression that the taxpayer, even the businessman whom it has become popular to abuse, is a man whose motivation differs from the motivation of any of the rest of us.

I never have had the impression that the American businessman is primarily intent upon having money, that is, that his motives were mercenary, but rather like the rest of us, in making money that his motives were creative and moral and, if that be true, we who have the most plastic material in the world with which to deal, we, who either make most magnificently or mar most miserably of all men that with which we have to do, have a basis for appealing to the creative side of the American taxpayer.

Here is a job for which, if his pride could become engaged, he would make sacrifices, as he will for national defense, to make the national defense *against* something also a defense *for* something—the freedom of the human spirit.

And let me tell you a story with reference to this part. A friend of mine who was once on the Tariff Commission during the days of President Coolidge said that one day the President sent over a request to the Commission to investigate the differential cost of producing quail in Old Mexico and New Mexico, and if the difference of cost of production justified it, to set the machinery for lowering the duties on quail imported.

The Tariff Commission thought it was a joke and later remembered Mr. Coolidge did not joke, and the Presidential request was, after all, a demand on the Tariff Commission. So they began to look about for some expert witnesses on the question of the cost of producing quail. They could not find anybody, but they did find a man who had gone down from New York, literally illiterate, to New Mexico, tho, as the story shows, he was a little better than that at the time of the telling. He had accidentally gone down and discovered a commercial value in rattlesnakes, and he had become, proudly enough, the Snake King of New Mexico, and they got him up to Washington and asked him if he ever brought quail in.

Yes, he sometimes did.

What duties did he pay?

He didn't pay any.

How did he avoid them?

He didn't know. Once or twice a year he treated the customs officials to wine, women, and song, and they never asked for any duties. They got to asking him then, more out of mischief than anything else, about his snake business, and he expanded himself greatly upon this. He was extraordinarily proud of it, and in telling the story of his life there he let drop the intimation that he had sacrificed a bonus of $500 a short time before on a consignment of snakes.

One of his questioners said, "Do you mean to say you have got so lousy rich raising rattlesnakes that you can sneeze at $500?"

"No," he said, "it wasn't quite like that. I'll tell you how it was. I got a telegram one day offering me a bonus of $500 on a consignment of snakes, but it had the condition tied to it that they be delivered that month, which was the month of February, and when I went to send a telegram accepting the order, I didn't know how to spell February."

"Well, couldn't you have asked the telegraph clerk to spell it?"

Straightening himself to his full dignity and slapping himself on the chest, he said, "What me, the Snake King, ask a clerk how to spell a word? I'd rather lose $500 any day, so I telegraphed they would be there in March."

I have the impression that that is typical of the American businessman. I do not mean the illiteracy, I mean the pride in the job; that here is a creative enterprise like our own enterprise, and that if we can approach the problem with imagination, rather than either with curt demands or a wheedling tone of inferiority, that we may be able to convey to the legislators and the governors and thru them to the taxpayers the necessity for national defense of the spirit, of keeping the American educational system adequately and even handsomely supported whatever other drains there may be upon our national economy. This is hardly the place to begin economizing.

And finally I speak of the fourth crisis, adding to the crisis military, and the crisis moral, and the crisis monetary, the crisis mental.

This is a more continuing crisis of education. It is a crisis which has been touched upon in its more violent forms among us today by both of the preceding speakers, in the quarrel, if there be a quarrel, between vocational education, a practical type of training of the mind and harnessing of the muscles to the practical tasks of the world, and the business of emancipating the imaginations of men and giving them what culture ought to mean tho seldom does mean, giving them the capacity to spread that magic mantle of imagination over the common things and the common processes and the common experiences of our human life.

I am more impressed by the educators and the statesmen who make this a "both-and" proposition than by those who speak disparagingly of vocational education and of the practical things of life and who then flee to medieval or Greek classical theology and the noble calling of metaphysics to get a guarantee of some solution out of the chaos. Not thru flights from reality will we solve our mental problems, but by facing life here and now.

The magnificence of the mind of man is such that I do not overstate it in saying that all the purest truth, all the most lustrous beauty, and all the highest courage that is ever found is found not in conduct but in the minds of men.

Whoever has found in his inner life, in the resources of his own spirit; whoever has learned, as a great philosopher has said, a trick of arresting the immediate, to where he can expect in himself a truth more true than any truth he ever tells, a goodness more real than any goodness he ever practices, a beauty more resplendent than any beauty he has ever seen; whoever, thru the training of this aspect of his mind, has learned to spread in the world that light which never was on land or sea, such a person, thru an educational process of his own self-mastery or the discipline of his teachers, has learned what education is about.

It is not that we must deprecate vocational education, for anybody who knows the moral significance of the simple word "skill," knows that it is only thru marrying mind to muscle in that seamless functioning of a skilled performance that men can ever integrate their personalities sufficiently to be either happy or efficient human beings; such a person will never depreciate even the moral meaning of vocation in human life.

But vocations themselves are not enough. We live not to work merely or primarily. We live to play, and the play which men can most safely indulge in is the play of imagination; it is the art of life, it is the eloquence of life, it is the poetry of life, and, as a poetic friend of mine has said:

If I could seize and capture, capture in a song
One cadence that would ever charm the ear,
One burst of melody as sure and strong
As from the larks at summer dawn I hear;
If in a poem I might crystallize one flying gleam
Of passion-swift surprise,
Or in the ageless permanence of stone
Prison some gesture's fugitive loveliness;
If I might paint that shining golden tress
The wandering wind across your eyes has blown,
Oh, if in some way I could make my own
One fleeting and uncapturable thing,
So men would come and hear, or see, or sing,
Saying of me the while, perhaps long dead,
"O Beauty, here wast thou interpreted,
Here spoke thy slave, here toiled thy votary,"
I should lie quiet in my narrow grave,
And ask no more of immortality.

The crucifixion of the human spirit which the high tensional philosophies that Mussolini, Hitler, and Stalin have proclaimed, the crucifixion of the spirit in the name of practicality, that does not see that the quest for beauty is among the most practical things of life for a living human spirit is a crucifixion on the one side political and on the other side pedagogical which we must at all odds avoid. Tho it is my business as a teacher to spend the humdrum pedagogical day in disciplining the minds of my students into the rigorous followings of reasoning about ethics and sometimes about logic.

I never have been able to believe that my work was done when I disciplined the human reason for, having questioned one year, when I was curious about it, about twenty-five eminent men of science, my colleagues, with this question, I found an answer that I thought was pedagogically prognosticative.

I said, "How much of your waking, thinking hours do you estimate that you spend on thinking? I mean what you would really call thinking?" The highest estimate I got out of these disciplined minds was 25 percent, and I guessed that to be about twice too high.

That is not the way we live life. We go around mostly dreaming of future greatness for ourselves or of creating a new society better than the one in which we live, or gloating over things that happened yesterday, or anticipating with joy what ought to but what will not happen tomorrow.

The life of man is, after all, the life of imagination. I recall one happy day when a girl student of mine came in, because I told her, "You can't put into words the simplest experience. Do you like pumpkin pie?"

"I'm crazy about it."

I said, "You can't put that into words."

She said, "You give me till tomorrow."

Tomorrow came and she gave me this:

With warmth like a father's love,
Spiced as an Irish pun,
Soft as the purling summer stream,
Rich as the melting sun;
Like liquid velvet lie
    Amid my vitals.
Oh, gladly would I perish
While eating pumpkin pie.

I have observed in politics and educational life that the men who are carrying out the creative enterprise of life, the men who are living highly themselves and who are contributing the larger share to the slower course of the collective life of mankind are men whose reasons have been trained, yes, whose wills have been disciplined inflexibly to a task, yes, but most and best of all they are men who see around their vocations, even while plying the vocation. They are men who see around their enemies even while abusing their enemies. They are men who see over their parties even while attacking the opposition. They are men whose minds have been trained in the upper reaches of the mind, and who have learned how to play in the serious work of life and thus get catharsis for the penchants which if left undrained will themselves become aggressions that will unload on the politicians or somebody else until finally we will not stand the processes of compromise in which we live, and then we are ready for a dictator.

If we can, thru heroic resolve in this momentary phase of our national life, surmount the crisis military, if we can put off the crisis monetary, and if we can, thru a deep enough understanding of our political system, believe enough in the moral potentialities of democratic politics, the compromising process, so that we shall not betray our politicians in the best they can do and undermine confidence in the compromising process—if these three crises

we can either solve or stave off, we have before us today and every day a task of administering the most magnificent spiritual enterprise that man has ever looked upon, the process of developing the human mind from the lowly level of self-integrating and self-supporting skill up to the emancipation of the imaginations of men, which most of all link us with the gods themselves.

Shailer Mathews, dean of the Divinity School of the University of Chicago, came back from a great ecclesiastical conference at Stockholm. He is a Baptist, a religion that has a simple ritual, and he described to the faculty of the University of Chicago in his homecoming address a great procession in which all the rich and lustrous garbs and bearings and accoutrements of the more richly adorned religions had marched down with their God and their Covenant, and, stretching himself to his full height, he said, "Gentlemen and colleagues, I tell you, it made me proud to be a Christian."

It is this task before us which would make me proud at this hour to be an American school administrator, for it is the task, if not of the highest spiritual statesmanship, the task of administering the highest spiritual statesmanship at the most crucial hour of our national life.

GENERAL SESSION

MONDAY EVENING, FEBRUARY 24, 1941

PEACE AND POWER POLITICS, 1941

ISAIAH BOWMAN, PRESIDENT, JOHNS HOPKINS UNIVERSITY, BALTIMORE, MD.

PRESIDENT REED: I think all of us in education have always looked upon Johns Hopkins University with a great deal of respect for its leadership in education, but during the past year, in the councils that we have had on this important problem of education and its relation to the national defense, the president of that great university has taken the lead.

I was fortunate enough this summer to attend several committee meetings where Mr. Bowman's voice was listened to in the councils of the nation on the matter of defense, and so I know we are very fortunate to have as our first speaker tonight, the president of Johns Hopkins University. President Bowman.

PRESIDENT BOWMAN: This nation has emphatically expressed its determination to safeguard its own democracy and to help other democracies, that is, other kinds and degrees of democracy. This involves conflict, intense and prolonged conflict, whether or not we are at war. We expect victory for us and for our friends to crown that conflict. We believe that an acceptable world order is based on agreement thru reasonable compromise on the principle of fairness to all. We reject the "new order" of Nazi Germany, now the declared enemy of democracies, because German leaders interpret their new order only in terms of death to all other orders. Who is responsible

for a peace that will permit a reasonable new order to be forged? Is it not the victor? If the victor is responsible for the consequences of his victory, we, the people of the United States, are now faced with two terribly urgent questions: How shall we help win victory? What shall we do with victory when it has been won?

The peoples of the world think that victory will bring peace. They look forward to the birth of prosperity, the child of peace. But peace is conditioned by the hopes, dreams, expectations, and limitations of all mankind; it is not the product of one nation's hopes, dreams, efforts, and limitations. Remembering the recuperative power of Life and Nature, and its capacity to confound prophecy, I do not wish to deepen your anxiety by rejecting our people's hopes or by casting an altogether pessimistic horoscope. But optimism can be based only on what part we are willing to play in that small sector of faith left to human will and enterprise. I wish to say a word about the schools, and I would like to look at some of the difficulties, perhaps insoluble difficulties, as well as the responsibilities of the peace that will follow victory.

The Cost of War

Whatever else the future may reveal, there is a danger signal ahead for every interest which the schools of America advocate and defend. As far as speed and costs are concerned, we are going about our defensive military preparations, and must go about them, as if we were already at war. There is but one way of ultimately meeting these costs, of paying for war or preparations for war—it is by lowering the standard of living. This is the universal seigniorage which Mars extracts from our social coinage. It is chiseled out of schools, museums, art galleries, quality and amount of food, clothing, house furnishings, soil preservation, care of the blind and the insane, private and public hospitalization, road repair, and hours of leisure or recreation. Included in the list is public morale, which sums up the national character effect of all the others. Even the victor can contrive no way of escape from the general effect, for the world is bound together in welfare as in trade. Victor and vanquished share the inescapable costs of war in greater or lesser degree. The whole world pays, and payment comes out of an account called "standard of living."

Education is not putting up a special plea when it seeks recognition of its place in American democratic life or when it attempts to ward off excess of payment for war, either potential or actual. It does not claim exemption from effects otherwise universal. It tries only to present the truth about our national character, and how it is shaped, in order that a forewarned public may more wisely decide how much of the inevitable lowering of standards of living that we shall experience in the future shall be put upon the schools.

Discipline and the General Good

We seem to be agreed that our economic condition, in the next few decades at least, will call for heroic remedies, but this is far from saying that our

situation is hopeless. Our so-called economic machine is, after all, not a machine but a social contract. We have agreed, tacitly or otherwise, to run the machine in a certain way. If, for "our better ordering and preservation," as the Mayflower Compact phrased it, we require a change, social forces can and will bring about a change. That change can be thoroly wholesome in effect without being revolutionary in form. We have only to try to use our full productive strength for the benefit of our whole population, to discover that the Promised Land of security and peace for all who inhabit the planet together is widely diffused prosperity.

It is a fallacy, which I hope we have left out of our reckoning forever, that if the economic and social machine creaks we must replace it with a machine that an alien has contrived. There are always persons who think that the bright idea, to be acceptable—the cocktail lounge and the *New Yorker* magazine apart—must come from some Valley of Paradise in the Mountains of the Moon, from strange and far surroundings where a magic formula has been discovered by which all human frailty has at least been circumvented. Of sounder judgment were those who in 1620 drew together to make their way in a new land and worked at their problems "under their own discipline," giving to America-to-be the principle of "the general good," as the Mayflower company called it. By subsequent and varied experience we have found that discipline and resolution applied to our problems, discussion and modification of practices, and common acceptance of the will of the majority can win, keep, and guarantee the general good.

I have chosen as my theme "Peace and Power Politics, 1941" because we as a nation have not agreed, up to February 1941, on anything but power. Since we are using that power to gain victory for an idea and since we shall be involved in the peace that follows victory, we should begin to think without delay about the problems of peace. On those problems we shall find the gravest and widest differences of opinion, because the problems of peace, to a strong nation, are almost infinitely more difficult than the problems of war. There is no sign of peace anywhere; destruction will be stepped up in 1941; American dangers mount; American aims of the moment are stated in terms that correspond with British aims and needs, now and later; we have a widening gap between national income and national expense; and when twenty millions of soldiers and three times as many industrial workers face unemployment after the war we shall share both the loss and the anxiety of reconstruction. How will the war turn out and what alternative economic and social choices will the outcome bring? How shall we achieve hemisphere solidarity, which means hemisphere economic cooperation, on a wider scale? These and other great questions press insistently for discussion in the schools as in every other social agency. In the examples and statements which I shall now give I aim at no comprehensive treatment of the present world situation. I aim only at clarification of a few leading problems.

The Humanitarian Principle Comes First

The first principle of war by defense of a democracy is humanitarian in nature. It is inconceivable that we should defend ourselves against an enemy or go out and fight an enemy merely to cripple him or block his path to peaceful improvement. It is equally true that we expect our own political and social lot to be bettered in the long run, however difficult the immediate post-war years may be. In striking proof of this is the concern of national leaders for the welfare of the "common man" as soon as war begins. Lincoln declared the purposes of the Civil War to be "to maintain that form and substance of government whose leading object is to elevate the condition of men, to give every man a fair chance in the race of life" (First Inaugural, 1861). He intended to win for that man what the late Warden Fisher once called the realities of the common people—"bread, coal, clothing, meat, houses, and land."

In like vein, Prime Minister Churchill, in a talk to the boys of Harrow on December 18, 1940, promised England that victory at the end of the war must be followed by the wider sharing of "advantages and privileges which hitherto have been enjoyed only by the few." The men and youth of the nation, a few "by their skill and prowess," and many by their work and endurance, had won the admiration of the whole world. Whatever Eton and Harrow were doing, or had done and been, their students were but a small number among the total manhood of Britain, and it was the total manhood that he sought to benefit at the close of the war. His background was the willing and heroic sacrifices of resolute and disciplined men and women, many of whom had little to enjoy in days of peace. Like Lincoln, Churchill has begun to think of the total sacrifice of war in terms of total benefit afterward. If privileged schooling continues in England, it can only be for the purpose of better serving the general good, the total welfare, in wider and more positive forms.

So too, Wilson, late in 1918, spoke of the end of the World War not only as an opportunity to make a safer world but also as an opportunity to make a people's peace. Said he, "This must not be a peace of arrangements by politicians. If the people of the world are offered a peace of arrangements they will raise hell." He knew that "people" abhor and hate war. He knew that great human sacrifices are justified and can be required only by great ends. When the poorest and the humblest are commanded to risk death in war, leaders must make sure that the cause is deemed worthy and that the rights and privileges of all will receive fair consideration afterward, lest those who live must insecurely and meanly bear the heaviest load.

British Experience

Forty years ago Sir Halford Mackinder wrote *Britain and the British Seas,* a striking analysis of British industrial power, imperial organization, and possible military hazards in the future. He believed that British sea power, once lost, could not be regained. When the ultimate test came, he

said, England would be thrown back upon her moral qualities as never before. We see his prophecy, made forty years ago, tragically come true today, and the lesson for us is all too plain in the mere possibility, never before realized by the American people, that defeat for England and its sequel will mean that America must stand alone against powers that hate us for our political forms and ideas no less than for our strength. Should that time come only the moral qualities of America, her ability to unite and stay united, her ability to stand fast, will then underwrite her ultimate safety. We once criticized British imperialism; like the rest of the world, we may one day cry for its return.

There is yet another lesson for us in British experience. It was Gladstone's policy that England should have no joint interpreter on the continent of Europe. This policy gave England the title of arch-conspirator as she sought to maintain a continual balance of power that would prevent continental domination by a single nation or by an unscrupulous and over-ambitious adventurer. It was therefore not easy for Britain to accept the League of Nations, and, in the light of earlier British policy, it is not surprising that British leadership wavered and finally turned against League responsibility. There were of course other sources of dissatisfaction. By 1939, however, England's position had changed and she was bound to a "joint interpreter." When Germany invaded Poland, the latter country called for British and French assistance under treaty commitments and it had to be given. The lesson for us is that unilateral declarations of intention by a supposedly isolated America prove as risky as joint interpretation. Ambassador Kennedy does not agree with this conclusion. He says that we shall have no war if we will to stay out of war. It is as simple as that! In reality defense itself is war when fighting men attack. We alone cannot decide either the hour or the certainty of such attack. Other dangers apart, if we insist on our inalienable right to scold the rest of the world we may have to take on the rest of the world.

The late Lord Tweedsmuir wrote, in *Pilgrim's Way,* that the American critics' expositions of England are often like sermons preached in a home for fallen women—her defects are a discredit to her relations, she has let down her kin, she has suffered the old home to fall into disrepute. Englishmen are not lacking who see what is wrong with England. The late John Dove, editor of the *Round Table,* wrote of his England as a "land of coal and cotton and misery and fog." Warden Fisher of New College, Oxford, referred to the "violent contrasts of luxury and want" which England exhibited. England has suffered from yet another difficulty. At the close of this war, if victory is achieved, can England endure her own terms of peace? In the past, England, whatever her imperial sins, has insisted on writing humanitarian terms into her contracts with subject peoples under her flag. She has come to terms with her own conscience while keeping her economic system going at terrific cost and with increasing if not insurmountable difficulties. This is true of English domestic affairs as well as imperial affairs. The annual cost of the social services in England, Scotland, and Wales rose from 1901 to 1937 by 1200 percent, or from £36,000,000 to

£455,000,000. Every pound of coal and yard of cloth must bear its share of this appalling load, thus reducing British competitive power in the world market. Conscience and business are frequently hard to reconcile. Some Englishmen have steadily sought to bring about reconciliation, thus incurring risks to world power whose full gravity we cannot yet foresee.

French Experience

In the title of his book, *The Grandeur and Misery of Victory,* written after the Allied victory of 1918, Clemenceau used two words that aptly describe the military victory today—"grandeur" and "misery." The elation of victory in 1918 had no economic underpinning. Neither reparations nor colonial mandates, nor freedom of the seas, nor reduced armaments could offset the miseries of dissension, property destruction, social disintegration, fear, and uncertainty—wolves that the war had fed and turned loose. European life grew small and mean. Autarchy afflicted individuals as well as nations and institutions. Europe, a house of narrow rooms, became increasingly unstable; selfishness and venality in men of high political station became common.

In France, by 1939, war had become a theory—a fight from a safe place. Too many Frenchmen forgot that war is out in front, not down behind a wall. As long as the crops were not trampled, says Olivier in *Jean-Christophe,* the political parties may break each other's heads as much as they like. He adds that the soil of the peasant is his love; war is something that leaders should keep away from the people; each man is content to shut himself up in his own house. The indictment of our French author (Rolland) continues. French individualism had grown stronger century by century. Science with its special language was wrapped around in our time with a triple veil which only the initiate could draw; it lived in the depths of its sanctuary. Art, hermetically sealed, despised "the people." Writers were intent upon keeping the purity of the inner flame rather than communicating its warmth to others. They desired more to affirm their ideas and express their intellectual egoism and less to have their ideas prevail, ideas "corrupted by a sham élite." Success was controlled by "an impudent minority." Everyone knew what was right, but no two plans agreed. "Crazy individualism," Rolland called it in 1910; the phrase was apposite in 1940 when defeat came like a lightning flash and revealed the manifold weaknesses of France. It is significant that today there are living in France, a reflection of extreme individualism, 1000 ex-ministers of state.

Such individualism has no vitality, no nationally creative or associative power. Liberty is not conceived in such a land as the basis for broadened intercourse but as an opportunity to be more individualistic than ever, as a reaction against the political and social tyranny of public opinion, the state, esoteric groups, schools, coteries. This is an indictment of an earlier France. Clearly the World War, which later on brought France together, had but transient effects. The historic qualities of separatism became intensified by the straitened life of the post-war period.

There are other qualities that may redeem France. When the great disaster of June 1940 was realized, people and leaders said, "Perhaps another Joan of Arc will come." This was not an appeal to miracles. It was an instinctive return to the heroic mood of earlier achievement. If Frenchmen of spirit and intelligence outlast their present woes, they may be able to raise France again. What we here wish to emphasize in sketching this state of French life is that these woes and possibilities are intertwined with peace-making and vastly multiply its difficulties and its dangers.

The Servitudes of Freedom

I have spoken of England and France in some detail because these are the "democracies" with which our sympathies run. Will their political and social problems and qualities not make peace harder than ever? No nation lacking discipline in its own affairs, no rampant individualism will fit a country to mind another country's affairs. If we join Britain and eventually a renewed France, what will our common victory bring them. It will bring them nothing if we also do not share the responsibilities. If we wish to share the grandeurs we must be prepared for the miseries of victory. The responsibilities are far-reaching. We once walked out of the council chamber and left Europe to arrange its affairs as best it could. We called our action a return to "normalcy." Now we know that a normal state of affairs is nation trading with nation, system adjusted to system, our right weighed against another's right, the weak kept free lest a monster in command of Herrenvolk come and feed upon them. We must make it clear, if we have the power, that all share the planet; none may monopolize it.

We have suddenly discovered that freedom has its own servitudes and no man may escape them and have freedom. In one of Pearl Buck's stories a Chinese reflects deeply upon his once prized freedom. In a certain spiritual isolation, in a kind of blind attachment to his local village and the affairs of his family, as in his contemplations, he thought he had been enjoying freedom. Now he saw that what he had called freedom was in truth slavery, for he was a slave to destructive floods that his individuality had allowed to happen for want of sufficient dykes; he was a slave to famine for no one among the so-called free men had taken the trouble to prevent it; he was a slave to war for the work of the soldier was disciplined work with individualism sunk in common obedience to achieve a common end, and that he had not learned. He reflected long upon an appropriate interpretation or definition of freedom. At last he saw how imperfectly he had understood it. In sum, a moment had come when freedom and security seemed to be nearly the same thing.

Fatalism vs. Human Will

There are two opposing philosophies fighting for public acceptance today as we view the startling triumphs of power politics during the past year and the dangers they present for ourselves. One of these philosophies is fatalistic —things happen because "time's wise threads so weave." The second leaves

scope for human directive power in the belief that what all men dream some men will dare to do. The first looks upon "fate" as all mystery. The second appraises human resources of skill, aptitude, initiative, resolution, and courage, and claims at least a small sector of human destiny for human control. The first sits back, content to let the Immanent Will work its way. The second believes with F. S. Oliver that "in the greater affairs of life the mind must fling itself forward beyond its data," in confidence and faith. Possession of this instinct or lack of it is the chief difference, says Oliver, between great and small men—the simple may have it, never the intellectually arrogant.

Oliver concludes, "He who has power to sway the hearts of men has power over great events." France became a nation of egotists who exalted self-esteem and refused allegiance to leaders themselves moved by no great social purpose. Britain rose above her mistakes of the past and responded to one who flung himself forward beyond his data and by sheer will power and matchless heart-moving appeals of profound sincerity gained power over the great events of his time. Just as Woodrow Wilson once spoke to the entire world, and for a time held destiny in his hands, so Winston Churchill now speaks to the world. He is worth as much as the whole British navy, for like that navy he exercises power over the fate of his people. His logic and his voice cut across ill-chance and "troubles horning up ahead" and draw all free men within the circle of his resolution.

We believe that still another and more powerful force can be made to back our faith and inspire the settlement that must follow war. That is the force of reason applied to the search for fair conditions of planetary living. Faith and feeling have their large part to play in national as in international life. Hitler is not unskilled in their use. A profounder thing is needed—the willingness to *think* our way thru difficulties. Practical intelligence is rarer than idealism. Upon any theory of peace how will human rights again be guaranteed respect?

The War upon Our Internal Problems

In the days to come we shall need the second of our two philosophies in growing measure. As danger mounts, costs will mount. If we enter the war, all glory will be wrung out of it as we contemplate the irretrievable losses. If that moment should come the first object will be victory. But hard on the heels of victory will come another war—the war upon our internal problems. "Victory at arms," said Clemenceau, "may be the beginning of a defeat in economics—an act of rapine takes but a little time; centuries are not always enough for reparation." In that internal war the first rule should be that whatever the effect upon our standard of living all should go up or down together. No man should go hungry in a land whose excess productive capacity has been an embarrassment to its social and political managers. We shall not see again, if we are resolute, 85 percent of the schools of one state closed, the malnutrition of school children in our larger cities increased, the willing-to-work unfed. If we ought to fight together, we must prosper

together. We shall do neither if we have no clear view of victory when peace comes.

Peace reaches out in two directions. First, it reaches out in the direction of our neighbors for whom we have an inescapable responsibility whether they are our friends whom we favor or our enemies who have been beaten. And we should now resolve that neither friend nor foe should be given power, after victory, to defile or betray the sacrifices. The second effect of peace should be felt by all our own people who responded to the call for sacrifice. In the hour of victory their problems will rise again before us, the ancient problems of food, clothing, land, and security. To these "identical old questions," to use Lincoln's phrase, we must give our best imagination, courage, and resource, for they represent the ultimate conflict and the ultimate victory of our democracy in social and economic fields.

In closing I would like to offer a summary of the implications of this address. I will call them not conclusions but particulars which are expected to exercise your wits and from which agreement or dissent may take off. Educators are in "the think business." If you disagree, will you not write your own estimate of the American situation, your own bill of particulars?

Bill of Particulars for America in 1941

1. Feed the hungry. This is social problem number one. Whatever its outcome, the European war will be followed by worldwide disorganization and unemployment. The hungry man is a hopeless if not a desperate man and he has a right to expect that desirable and attainable productive capacity shall be employed by his elected leaders. Leadership must accept responsibility for food and work. If we can organize for a possible fight, we can organize to prevent chaos after the fight.

2. Organize "draft boards" to get men into employment and not merely out of the army. Release men according to an agreed system. Let each community tackle the job of employment for the returned man. In Colonial times, the community took care of the absent militiaman's crops and livestock. Why not now accept a corresponding responsibility for the source of his livelihood when he returns? Our resources are much greater, our statistical and community organizations much further advanced. If defense is to everyone's interest, the defenders are everyone's responsibility.

3. The more armaments we have the poorer we are. Arm, I would say, arm to the limit! But in so doing remember that, unless we are vigilant, the cost will be taken out of the standard of living inequitably. The more we spend now the more surely we must settle post-war problems by controlled production and consumption. The alternative is an unbearably low standard of living and an impoverished cultural life.

4. Natural wealth is for "the general good." No man made the soils or the petroleum deposits. Thorogoing control of the national unearned wealth is imperative. The simple realities of the common people are "bread, coal, clothing, meat, houses, and land." These have to be supplied by "natural resources," developed by skill and for agreed social purposes, in 1941 as in 1620.

5. If we have not improved the people of the United States we have not improved the United States. Life is dynamic and attempts to realize possibilities put in its way by expanding science. We should apply the beneficences we discover. National health, for example, is national strength.

6. Culture is a state of mind as well as a collection of objects. It is fostered by fair adjustments of social rights and duties while giving talented persons a chance to exercise their talents. Culture is created by the few but it is paid for

by the many, and the many should by training possess it. Laws become culture when every man thinks of himself as "the author of the law which he obeys." If there is ever to be a new holiday, make it the day after election when we accept the decision of the majority and agree to go forward peaceably under the law. Short of waste, taxes are culture, for with them we buy a measure of security and civilization.

7. Democracy imposes upon the individual the duty of discipline. It demands that each man identify his special responsibility and discharge it. Our devotion to our own kind of democracy gives us no warrant for defining another people's democracy. There is no known democracy fit for those who do not want it or who are too egotistical, withdrawn, and selfish to defend it. Democracy is individual good subordinated to the common good; it is equal opportunity but not equal achievement and therefore not equal reward.

8. Keep our foreign policy abreast of our striking power, not beyond it. A bold attitude is admirable but a bombastic one is ludicrous and dangerous.

9. Force is our first instrument of defense. As the example of Britain demonstrates, when the crucial moment of defense comes we must engage our ships, not merely admire their fire power. Our attention should be on movable fighting ships, not upon a stationary Pearl Harbor or an immovable Panama Canal. A two-ocean navy means a five-fleet navy each assigned to a definite area of patrol in Alaska; Hawaii; the Panama Canal, with a sector in the Pacific and a sector in the inner Caribbean; the West Indies, or outer Caribbean; and the Atlantic Coast, including advanced air and fleet bases.

10. There is as yet no least proof of final German victory. An overextended conquest is inherently weak. As long as, and to the extent that, we vigorously support the foes of Germany we give ourselves time to arm (an industrial job) and to train (an army job). Ultimate negotiation with whatever powers stand up against us at the end, whether Germany or any others, will be effective in proportion to our naval, military, and air strength, both realized and potential. Those who wish to withdraw aid to Britain because they believe that her defeat will mean the end of the military war forget that the peace negotiations to follow will be the opening of an economic war. Either victory or defeat for Britain means that there will be thrust upon us the chief responsibility for participation in an after-war world order. If we shirk that responsibility the frontiers of the implacable enemies of our way of life and our political system will be inside our ring of island defenses not outside it.

11. The schools have an indispensable part to play while these events run their course:

(a) To do their professional teaching and training thoroly and well, remembering that a large measure of the stability of America is due to the equality and universality of our schools, the opportunities they open up, and the hope they afford.

(b) To help maintain the unity and morale of the country by teaching what America is, looks like, and can be all the way from soil to spirit and "from sea to shining sea," what it can be if we but keep and develop the democratic principle as opposed to dictatorship.

(c) To broaden the education of students so as to include a knowledge of current life-and-death problems, the thought of the past woven into the emerging questions of the present, the individual never losing sight of the common good.

(d) To experiment with and revise curriculums in order that students will be prepared for participation in an economic order that must apparently suffer further wide and deep changes, and for new community organizations that will be necessary to keep soldiers, industrial workers, farmers, and others in fair collaboration. This country is too diverse to be governed wholly by rules made in Washington, indispensable as it is in our tightly organized economic life to have large areas of the

common good determined by federal representatives. The United States is an aggregate of communities and each one can play its part only if its citizen members are trained to accept discipline and agreement as the first law of success in a democracy at work upon its own problems under its own discipline.

12. Schools are a part of society and have the right and the obligation to criticize and analyze current concepts of American purpose and duty. They should go deeper and be more stable than the prevailing sentiments and enthusiasms of the public. They teach the sons and daughters of the folk who produce with their hands in shop and field, as well as those who employ chiefly their heads as in a profession. They reach all kinds and conditions of people. They do not need to assume responsibility for the form of our social system (a creative process) to be useful critics of it (an understanding process).

It has been said that a lecture is "a monologue shouted in the presence of a few hundred unknown, silent people, a ready-made garment warranted to fit all sizes, tho it actually fits no one." Of what theme could this be said more truly than that of "Peace and Power Politics, 1941"? Unity we can have and shall have for total defense. In whatever guise victory appears, its coming means that unity will surely disappear and the walls of our faith will crumble—unless we have well seized the truth that peace is intellectually harder than war, that what Lincoln called the "identical old questions" will surely confront us again when the war is over, however it end, and whether or not we are drawn into it. Unfortunately, peace has no general staff, no glamor, no bannered army of resolute heroes. Peace has always meant quitting something, pulling out, "going back." Peace now calls for an army in which all of us should be enrolled, for all will face its terrible problems. The schools are among the regiments and companies of that army. All the people will be in it for all America is theirs, to keep or to lose.

TROJAN HORSE IN AMERICA

THE HONORABLE JOE STARNES, U. S. CONGRESSMAN FROM FIFTH DISTRICT, ALABAMA; AND VICECHAIRMAN, DIES COMMITTEE ON INVESTIGATION OF UN-AMERICAN AND SUBVERSIVE ACTIVITIES

PRESIDENT REED: Before I make my next announcement, I want to issue a warning. I have no occult powers, neither have I ever studied legerdemain. I have never learned how to take rabbits out of hats; however, you may, after this next announcement, feel that possibly a kind Providence has been watching over this meeting and helping your president.

Yesterday we had a telegram from the Honorable Martin Dies stating that he was unable to be here this evening. You can imagine the consternation of your president and the officers of the Association; however, we have been extremely fortunate or possibly, as I say, we have been governed by a kind Providence, because it is my privilege at this time to present to this convention the vicechairman of the Dies Committee, the Honorable Joe Starnes of Alabama who has been a member of the Committee since its formation in 1938 and who is now the ranking member.

Congressman Starnes is a member of the state board of education of the state of Alabama. He is also a member of the important Appropriations Committee of the United States House of Representatives. At this time I want to thank him for coming here from Washington to appear on our program. It is my privilege to present to you the Honorable Joe Starnes. Mr. Starnes.

MR. STARNES: These are unusual and interesting times in which we are living. In Washington we are wrestling with some of the greatest and gravest problems in the history of our nation. We are concerned as are the people of this country with the question of national security—a world aflame, civilization being consumed upon the altar of greed and lust and power, a war not only of economic supremacy—I am convinced that is incidental to the present conflict to a certain extent, altho I realize that there has been an economic background to every war in history.

Today the world is divided into two warring camps. It is a war of ideologies and, in my humble judgment, it is war to the death. I agree with Hitler in one statement he has made and one only, as far as I know. I think he spoke the truth when he said that in this world of ours democracy and dictatorship cannot live side by side peacefully; one or the other must be destroyed.

This nation of ours is spending billions of dollars to provide security for its people and their institutions and their way of life. By July 1 we will have 1,416,000 men under arms. We have under way the greatest armament program in the peacetime history of this great nation. We are providing for these men in uniform modern implements and instruments of war. We are providing for the greatest armada that ever sailed thru the skies. We are now building the greatest navy the world has ever known. Within a short time we, the United States, will have a two-ocean navy, a navy incomparably greater than any sailing upon the high seas since the dawn of history. All this has been made necessary because of this war of ideologies. All this has been made necessary because Japan, ruled by a military clique, Germany ruled by a madman, Italy ruled by an unspeakable man, and Russia ruled by one of the slyest, craftiest, and most cruel of men have banded themselves together in a war against democracy.

These are challenging times. They call for national unity. We have achieved it in a greater degree than ever before in our peacetime history against this threat of the totalitarian powers. The thing that has brought us together, the thing that ties all Americans, regardless of race, creed, and color, is our love for liberty and our desire to preserve the constitutional representative form of democracy which guarantees freedom and equality of opportunity for every citizen of this republic.

More important to us as a nation than building bombers and destroyers is the strengthening of the spiritual and intellectual life of this nation. I fear no threat from an outside foe as much as I fear the threat of the Fifth Columnist and the subversive groups within the borders of our own country. The dictators' conquests have been made easy because they have destroyed the intellectual and spiritual life of the conquered nations before moving

in with their armed hordes. You are witnessing the most unusual spectacle in the history of man. Hitler has not only succeeded in conquering Norway, Belgium, Sweden, Holland, Denmark, and France by the use of the Fifth Columnist and the paid propagandist, and by the sowing of discontent, discord, and chaos, but he has won the Balkans, the cockpit of Europe for centuries, without shedding a drop of blood.

How did he accomplish it? He accomplished it thru the media of the Trojan horse, the Fifth Columnists, and the subversive elements. These are the effective weapons for the totalitarian powers.

On August 3, 1935, speaking before the Seventh World Congress of the Communist Internationale, Georgi Dimitroff said: "Comrades, you remember the ancient tale of the capture of Troy. Troy was inaccessible to the armies attacking her, that is thru her impregnable walls, and the attacking army, after suffering many sacrifices, was unable to achieve victory until with the aid of the famous Trojan horse it managed to penetrate to the very heart of the enemy's camp." That is the tactic of Stalin; that is the tactic of Hitler. That tactic has proved to be both efficient and deadly in its work against the democracies of Europe.

I said a moment ago that this war is a war of ideologies and it involves the whole world. It threatens to engulf the whole world. I say that because the work of this special Congressional Committee to investigate un-American and subversive activities during the past three years has disclosed beyond a shadow of doubt that Stalin and Hitler not only dream of world conquest and world power but have planned for world conquest and world power.

Here are two short quotations from these two leaders of totalitarian powers. Hitler says: "When I wage war, troops will suddenly appear. They will march thru the streets in broad daylight. No one will stop them. Everything has been thought out to the last detail. The confusion will be beyond belief, but I shall long have had relations with the men who will form a new government, a government to suit me. We shall not need to bribe them. We shall find them in every country. Ambition and delusion, party squabbles and self-seeking arrogance will drive them. Our strategy is to destroy the alien from within, to conquer him from himself."

The marching song of Hitler is, "Today we own Germany, tomorrow the world."

Speaking of Stalin and the Trojan horse tactic, here we have him talking before the American Commission of the Communist Internationale on May 6, 1939. He said: "A few words concerning the tasks and missions of the American Party. I think, comrades, that the Communist Party in America is one of the few Communist Parties in the world upon which history has placed tasks of decisive importance from the point of view of the international revolutionary movement. I think that the moment is not far off when a revolutionary crisis will be unleashed in America. When that crisis comes in the United States it will mark the beginning of the end of world capitalism. The Communist Party of the United States must be armed to be able to meet that historical moment and to head the forthcoming clash, comrades."

Are there forces at work within the borders of our own nation seeking to destroy our unity, seeking to create discord and chaos, seeking to destroy our confidence in our ability and our capacity to govern ourselves? The answer is "yes." Some of these forces have been at work in this country for two decades. These forces are headed by the Communist Party of the United States, representing the Communist ideology, that particular brand of socialism, National Socialism, on the one hand, and I speak particularly of the German Consular Service acting in league with certain "Front" organizations seeking to establish the brand of National Socialism of Nazi Germany, on the other hand.

How long have they been at work? The Communist Party has been working for the past twenty years. Thru what media have they approached their task? They have used the Trojan horse tactics and used the media of trade unionism, schools and colleges, and the People's Front. They discarded their own trade union movement and sought to bore from within the ranks of organized labor in this country a number of years ago. They have sought to subvert trade unionism in America from an economic movement to a political movement, for the purpose of pulling a general strike and overthrowing our form of government. They have laid particular emphasis upon three fields—public utilities, communications, and transportation. These are vital to the defense of any nation.

Little headway has been made in their efforts to seize the American Federation of Labor. That was due to the alertness, intelligence, and patriotism not only of the leadership but of the rank and file of this great labor movement. Unfortunately, when another mass labor movement was organized in 1935, the services of many known Communists, who were skilled in labor tactics, were utilized in organizing it. Unfortunately for organized labor as well as for the country some headway was made in seizing positions of control, importance, and power in the CIO. I do not mean to imply, or has anyone charged, that the CIO is a Communist movement, but we have established beyond all doubt that a number of affiliates or constituent elements of this great labor movement are controlled and dominated by the Communist Party.

The thing which has given most concern to the members of the Committee as a whole has been the effort of the Communist Party to bore from within the educational life of this nation. Childhood is a battleground of the Kingdom of God. It is also the battleground of democracy as far as the future is concerned. The Communists for more than a decade have been active in organizing units on college campuses. Certain units of the People's Front have operated on these college campuses. They have also made some headway in converting certain members of the faculty of certain educational institutions in this country which wield vast influence on the teaching movement.

We should realize the importance of this attack, this attempt of the Communists to poison the wells of thinking in the minds of the youth of America. They have laid particular emphasis upon the necessity of making some infiltration into the ranks of our teachers.

I want to quote from an article by William Z. Foster, one of the founders and leaders of the Communist Party in the United States, in speaking of the Communist Party program and the professionals: "Communist professionals also have the very important task of advancing and even revolutionizing the text and theories of their respective professions. They must take up the intellectual cudgels against the reactionaries over all fronts. Thus our teachers must write new school textbooks and rewrite history from the Marxian viewpoint. Our Party has already done very considerable work along the foregoing general lines among the professions."

Wherever a unit of the American Student Union is at work on a college campus in America, the Communist Party is at work; wherever the Young Communist League is at work on a college campus, the Communist Party is at work; wherever there has been a chapter of the now defunct American League for Peace and Democracy at work on a college campus, the Communist Party has been at work.

The effectiveness of the Communist Party in our schools and colleges lies in its appeal to the intelligentsia. The Communists pose as apostles of academic freedom and of civil liberties. They also pose as liberals and friends of labor. It would be unfortunate indeed if the American people should attempt to place the tag or tab of Communism upon every radical writer, thinker, and teacher in this country; that would be a grave injustice. But it is absolutely essential for the welfare of all of us to know who are really progressive and liberal and who are radicals, on the one hand, and who are Communists masquerading under that guise, on the other hand. Their particular work in our schools is to deride and debunk American ideals and traditions. They constantly talk of the weaknesses and the inefficiencies of the democracies, and yet they constantly prate about the glories and the strength of state socialism as exemplified by Lenin and Marx.

Columbia has experienced the effect of this virus of Communism; so have Harvard, City College, New York University, Brooklyn College, the University of Chicago, and some other leading institutions. This was the testimony of some devoted and consecrated leaders in these respective colleges, and this was the testimony of the leaders of the Communist Party movement in this country.

The third medium that the Communists have used has been the People's Party, the People's Front, and this was where they used the device of a high-sounding title and laudable professions, or seized control of an existing organization. Thru this device, the People's Front, a collection of organizations in this country revolving around some part or parts of the Communist Party program, controlled by the Communist Party and dominated by it, succeeded in luring some ten to twelve million American citizens in 1936, 1937, and 1938. The largest group was the American League for Peace and Democracy, which in the early part of 1939 boasted a membership of seven million, including members of Congress, teachers, preachers, lawyers, and even glass-eyed bankers, governors of states, and members of state assemblies.

The second largest group at that time, in 1939, was the Workers' Alliance. They did not overlook the unemployed and the destitute. Communism carries an appeal to the underprivileged in that it promises them economic security and yet it has a particular appeal or a peculiar appeal to certain theorists who are wont sometimes to inhabit our schools and colleges.

The Nazi Party, however, has not attempted to use trade unions, and there is little evidence yet of their penetration into the schools and colleges of this country. They have operated chiefly along military and economic lines. They have been very effective in creating or helping to create some bottlenecks in our defense preparations by bringing pressure to bear thru certain business organizations, associates, and affiliates they have in this country thru the system of patents and cross patents.

They undoubtedly, thru their Bund, at one time had an effective organization to act as the basis for an espionage and sabotage network in this country. Most of their groups were located near military posts, naval yards, munitions plants, and huge industrial plants vital and essential to our national defense preparations. They operated in this country along the same familiar lines as they operated in Nazi Germany and on which they operate in Latin and South America.

At one time the Communist Party had a membership of several hundred thousand, with at least a million to two million sympathizers and ten or twelve million adherents to the People's Front or Popular Front organization. The German-American Bund had a membership of probably twenty to twenty-five thousand paying members and some fifty to seventy-five thousand sympathizers. At one time the Bund entered into negotiation with other Nazi or Fascist organizations in this country. In an effort to form a coalition, they made a strenuous effort to find a knight on a white horse who would lead this movement, which was to be in opposition to Communism.

At one time the Communists based their appeal, among other things, for membership in this country on their opposition to Nazism and Fascism, and the reverse was true, but since the marriage of convenience entered into by Stalin and Hitler in 1939 the picture has changed. They are working in close harmony in this country to destroy our form of government. They have sought to impede our national defense program, our program for national security, by fighting at every turn, thru every one of their "front" organizations, the bill to order the National Guard into the federal service, the bill to provide selective service—a democratic method of raising a democratic army in a democracy. They have opposed all appropriations for national security.

Failing in this fight along the legislative front, they have used a more effective and a more deadly method—the Nazis, by creating bottlenecks thru the patents and cross patents, the Communists by engineering strikes in industries where we have bottlenecks, namely, the airplane and the tools industries. There has been a studied effort by these two groups to slow down production by the means which I have described.

It may be true that only a small number have been engaged in strikes in this country during the past six or eight months. They will quote you

statistics very glibly to show you that only an infinitesimal percent is involved in these strikes. But the first strike they pulled was in the Volte plant, aviation, the key to our national defense at this time in many respects, and several of the leading Communists, known Communists, of this country, were present engineering that strike. They fail to tell you what is involved in the Allis-Chalmers strike in the Midwest at the present time. There are certain devices involved there which have to do with the discovery and destruction of these so-called magnetic mines and certain other vital tools in our defense program. That is the history of these strikes.

As one who voted for the Wage and Hour Bill, the Wagner Act, the Walsh-Healy Act, as one who voted to establish the National Labor Relations Board, and who is thoroly in sympathy with all legitimate aspirations and aims of labor, whether organized or unorganized, as one who believes that those who produce the wealth must share more equitably in its distribution if we are to have a balanced economy, I speak to you with all the earnestness of my soul. At a time when the legislation which I have described is in full force and is backed by an informed public opinion, at a time when the very life of this nation is at stake, at a time when we have a Supreme Court which has shown its responsibility and sympathy for the legitimate aims and aspirations of labor, I declare to you that it is unnecessary to use this weapon at this hour. When any group led by Communists or dissolute elements in this country strikes against the government of the United States and strikes in plants which have contracts vital and essential to the security of this nation at this hour, they are guilty of treasonable conduct and must be indicted before the bar of public opinion. National security and the safety and the perpetuity of this Republic and its institutions in this challenging hour are of supreme and vital importance, and they transcend any aspirations of any particular segment of our social or economic order which must have unity at this hour.

By the words of the leaders of the Communist Party and of the Nazi Party in this country, implemented and supplemented by indisputable documentary evidence, we have established beyond cavil that the Communist Party is an agent and a tool of the Communist Party Internationale and that the Nazi Party in this country is an agent and a tool of the National Socialism of the Nazi brand. We have established that those respective parties have furnished tons of propaganda for dissemination in this country, and the ironic part of it is that tons of this propaganda have been disseminated among the citizens of this democracy at the people's expense.

The leaders of these two movements in their inception were practically all aliens. Many later became naturalized, not because they desired to become good American citizens, as their subsequent actions proved, but simply to take advantage of the constitutional guarantees given under our Bill of Rights. With these guarantees they were able to carry on their nefarious activities unmolested.

What is the answer to all of it? I wish I knew. This Committee has not had the power to present legislation. We have recommended legislation. We have recommended that there be strict, fearless, impartial enforcement

of existing laws dealing with subversive and un-American groups. We have kept the spotlight of publicity on these unholy elements. We say that constant, pitiless exposure and publicity by this Committee, followed by fair, fearless, impartial administration of the law, is the democratic answer to the Fifth Columnists and the subversive elements in this country.

We do recommend some legislation in view of our findings and discoveries. We recommend that legislation be enacted immediately which would provide for the mandatory deportation of every alien spy and saboteur within our borders. There are other legislative recommendations dealing with the alien who is spreading and disseminating totalitarian propaganda in this country, but we recognize that this is not the sole answer to the problem. We must have a broader and a stronger Congressional policy with reference to the outlawing of all agents of foreign governments operating in this country and stricter regulation of those who are not outlawed. We should have legislation which would outlaw the Communist Party and the Nazi Party. They are neither of them bona fide political parties; both are agents of foreign governments.

In addition to this legislation we should have stricter regulation of those who register as agents of foreign governments. We should have some amendments (and we have so recommended) to our postal regulations, which would not make it necessary for the taxpayers to spend more than a million dollars annually carrying subversive propaganda to the citizens of this country.

The answer does not lie in the field of repressive or suppressive legislation; the answer lies in the field of education and employment. The poisons upon which these two alien doctrines feed are ignorance and poverty, and the antidote is education and employment. You, and those under you, will carry the major portion of this battle and will deserve the credit for the victory which is ours.

One of our first jobs in this connection, after the exposure of these elements, is to sell democracy to our own people. The greatest promise *they* give is one of economic security. Totalitarianism is a pagan doctrine, it is a materialistic doctrine. They promise a greater degree of economic security than we. That is their theory. What is the answer to it? The answer to it is this—that the standard of living in America is higher than that of any other nation in the world. It is not as high as we want it, not as high as it is going to be, but it is higher than it is anywhere else in the world.

The working men and women of America receive higher wages, work a shorter number of hours, and have better living conditions than do the working men and women of any other nation, and, thanks be to God, it is a free labor movement and not an enslaved labor that we have in America.

We have the best and most progressive public education system in the world, the most efficient postal service; 80 percent of all the automobiles of the earth are registered in this nation; we have 33 percent of all the railroads; more than twenty-two million homes in America have telephones in them, and more than twenty million have radios as instruments of enlightenment and culture—and you can listen to any kind of program you want to.

Let me plead with you to use your influence, your power, and the inspiration of your leadership to sell America to Americans. In conclusion, I am going to sum up this case of democracy versus totalitarianism. At no other time in our American history has it been more important for us to take stock of our democracy. Americanism is not on trial but it is passing thru a crisis and appears destined to pass thru even greater crises in the days ahead. Every true American will do well to consider what American democracy has to offer in contrast to European dictatorship. Our democracy is a method of conducting government; European dictatorship is a state of being governed. Americanism means a state which is wholly subordinate to the will of the people; European dictatorship means a people wholly subordinated to the will of the state.

Americanism means decentralization of authority in government; dictatorship means absolute centralization of authority in government. Americanism is a rotation of officeholders as a result of free elections; dictatorship is entrenched power in the hands of officeholders whose tenure rests upon the abolition of free elections. Americanism is government authority curtailed by a system of checks and balances; European dictatorship represents uncurbed power over the lives of its subjects.

Americanism rejects the idea that the majority may exercise a tyranny over the minority, while dictatorship is the ruthless suppression of all minorities. Americanism develops leaders; European dictatorship develops followers.

In Americanism the discipline of the individual is self-imposed; in dictatorship the discipline of the individual is state-imposed. Americanism means complete religious freedom; dictatorship means the right to worship under sufferance of the state. Americanism means freedom of the press, freedom to print in opposition to government policies; dictatorship means press censorship and imprisonment for printing in opposition to the state.

Americanism guarantees freedom of assemblage; dictatorship means state-controlled assemblage. Americanism means freedom of individual expression in art, science, and enterprise; dictatorship means the complete regimentation of thought and feeling in all fields of life. Americanism represents freedom of private enterprise, the function of the state being limited to the preservation of competition; dictatorship represents a business and industrial economy under the planning of state bureaucrats.

Americanism recognizes that property rights, as well as the so-called human rights, must be respected by the state. Americanism rejects the fallacy that there is any sharp distinction or conflict between property rights and human rights, while dictatorship abolishes both the property rights and the so-called human rights of the individual.

Americanism permits the free choices of consumers to determine the character, quality, and abundance of production; dictatorship bends all production to the will and necessities of the state, denying the free choices of the consumer. Americanism says that individual security is not to be preserved

Officers and Executive Committee of the American Association of School Administrators. Front row, left to right: J. W. Ramsey, Ben G. Graham, Carroll R. Reed, W. Howard Pillsbury, Hobart M. Corning. Back row, left to right: Jesse H. Mason, Homer W. Anderson, Stanley H. Rolfe, W. J. Hamilton, Sherwood D. Shankland

at the price of liberty; dictatorship promises individual security in return for the surrender of liberty and then reneges on its promise.

Americanism is based upon tolerance—racially and religiously; dictatorship is based upon hate—racial, religious, and economic.

Communism, Naziism, and Fascism are alike dictatorships. Americanism is unequivocally opposed to all of them. The agents of any one of the systems of totalitarianism are despicable to Americans as are the agents of any other system of totalitarianism, whether they come from Moscow, Berlin, or Rome. The Fifth Columnists of European dictatorship have no place in the American scheme of things in any essential respect. European dictatorships have become more and more alike with each passing year.

The threats to Americanism do not arise from foreign armies alone; they rest even more upon the presence and activity within our borders of those who owe allegiance to Stalin, Hitler, and Mussolini.

The experiences of this generation have shown without any doubt that enemies within a country may be and often are more dangerous to the welfare of the country than are enemies without.

National defense does not consist alone in bringing our armed forces to a state of efficiency. It consists even more in preparing the morale of the American people to resist the inroads of totalitarianism on public thought. Our intellectual and spiritual foes are even more important than bombers and destroyers. Unless we are convinced in the depths of our spiritual being

that Americanism is worth living for and dying for, it will avail us little to spend billions upon the armed forces of this nation.

The national unity which is essential at this time of crisis must rest upon the overwhelming conviction that Americanism will outlive all the dictatorships for the simple reason that it satisfies the ageless demands of men for freedom on the one hand and security on the other; and if this Committee has done nothing more than to make alert the forces of democratic thinking in America, it has served well. With the forces of democracy on the alert, armed with facts, the safety, the security, and the perpetuity of American institutions are upon a firm basis, and we in America, after this war-torn world of ours has turned again toward peace, will furnish the beacon light, the directing genius, and the hope of oppressed and suffering mankind the wide world over, and will lead all mankind to a higher and a nobler destiny in the battle of peace to come.

GENERAL SESSION
TUESDAY MORNING, FEBRUARY 25, 1941

EDUCATION AND ECONOMIC WELL-BEING

JOHN K. NORTON, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

PRESIDENT REED: On yesterday's program we had two speakers who were symbolic of the dynamic leadership of youth in politics—Governor Stassen of Minnesota, Republican, and Congressman Joe Starnes of Alabama, Democrat. Our first speaker this morning is symbolic of dynamic youth leadership in education.

MR. NORTON: Education's contribution to the spiritual and intellectual realms of life has always been, and probably always will be, of supreme significance. It is of especial importance that our ethical and moral defenses should be preserved and strengthened in the present crisis, which involves conflicts of ideas and ideals as well as of military forces.

But it is not with this nonmaterial sector of our ramparts that I wish to deal today. Rather it is our economic foundations which will claim our attention. Economic factors will be crucial in determining the outcome of the present struggle.

There is great need that we should clearly understand the relation of education to economic well-being in this period of defense effort. This necessity grows out of the fact that we hear from certain quarters that the current crisis requires restriction of educational opportunity and the reduction of educational expenditures. This demand is made both on economic and patriotic grounds. We are told that school taxes and educational opportunities must be cut in order that preparedness expenditures may be increased. We are told that the nation's safety requires this action.

Can such a policy be justified on sound economic bases? Are those who

give such counsel in this time of crisis genuine patriots or are they muddle-headed patrioteers? I believe that they are the latter. Their muddle-headedness results from the fact that they misread, or perhaps fail even to see, the economic signs of the times at five decisive points.

First, current proposals to restrict education are based upon false assumptions as to the nature of the adjustments in the economic life of the United States required by the defense program. These proposals assume that the nation has just so much productive capacity. This being the case, there must be extensive shifts of productive energies from peace to war industries. Accordingly, we must make drastic reductions in the standard of living and in provision for such enterprises as education. In short, we must choose between guns and butter.

This argument is unsound for several reasons. To begin with, it takes no account of the fact that we entered the present emergency at the end of a period of underproduction, of unemployment, and of accumulating vast stores of raw materials. Thruout the 1930's our annual production was from ten to thirty billion dollars below existing capacity, from five to ten or twelve million workers were always unemployed, and vast surpluses of food, cotton, and other essential raw materials were being built up.

The situation is greatly different from the one which the United States faced in 1917. When we entered the First World War, we were already well into a great war boom induced by enormous purchases by the nations of Europe. Accordingly, as the Brookings Institution stated in a publication issued last month: "The existence of a substantial amount of industrial slack sharply differentiates the present emergency from that of 1917."

Our first problem today, if we are to be intelligent, is to take up this slack and to employ it as rapidly and as far as possible in meeting our defense needs. Reliable economic agencies state that it is both desirable and feasible to do this. The Brookings Institution concludes that by utilizing our industrial slack—existing in the form of idle plants, idle men, and surpluses of raw materials—we can substantially raise the nation's productivity and its income. Already this process has begun. The nation's income rose from 70 billion dollars in 1939 to about 75 billions in 1940. Forecasts promise a total of 80 billions for 1941. Present conditions and trends suggest that national income can be increased to 85 billion dollars a year, and possibly even higher, almost solely by taking up the industrial slack which existed at the end of the 1930's. Until this slack is taken up, it will be folly to deflect economic energy concerned with the production of consumer goods, the maintenance of education, and other elements of our standard of living. To do so would be undesirable from several points of view.

This policy would continue the waste of our productive capacity. For example, a recent estimate reveals that there are still some seven million unemployed in the United States even tho approximately two million persons were added to the payrolls in the last year. Many industrial plants are still idle. Economic maladjustments are always involved in trying to shift personnel and plant from one type of economic enterprise to another. School

teachers cannot be readily converted into efficient airplane mechanics, nor can schoolhouses be economically transformed into airplane factories. Lowered morale and physical vitality would also result if we reduce the nation's standard of living. Furthermore, it is not necessary, at least at this stage in our defense effort, to reduce our standard of living or our standard of educating in order that preparedness may be accomplished.

These conclusions are backed by sound economic opinion. Harold G. Moulton of the Brookings Institution, in a statement dated January 13, 1941, says: ". . . the magnitude of the (defense) program is not such as to require a profound disorganization of the economic system or a reduction of living standards for the masses."

In making this argument it is recognized that certain reservations are called for. Unemployed workers cannot be immediately employed in war industries if they lack training. But if the unemployed lack training, then we should proceed to train them in order that they can work in defense industries or will be ready to replace men transferred from nondefense industries. To the degree that we can man our defense industries and also our regular industries concerned with the production of consumer goods, we will not have to choose between having guns or butter, or between having guns or education.

It is also doubtless true that at critical points it may be necessary to shift some men from nondefense to defense industries. For example, some tool and die makers may be needed in defense industries rather than in making 1942 automobiles look different from those of 1941. Recognition that such exigencies must be met is quite a different proposition from uncritically accepting every proposed slash in living standards and in educational standards. Certainly it would be far wiser to bend every effort at this time to taking up the large economic slack in the form of unemployed man power, capital, and natural resources before we divert energy now devoted to such essential services as education.

Second, current proposals to cut expenditures for education are based upon mistaken conclusions as to the status of the fiscal situation and of the typical taxpayer. Certain individuals are apparently carrying the defeatist psychology of the 1930's over into the 1940's. The past decade was a period of economic stagnation. Business activity, production, and the income of the people were at seriously low levels. Of course it was difficult for many to pay taxes in such a period. There are some who seem to believe that there has been no change in this situation since 1935. These persons are uninformed.

The country is now at an unprecedented level of economic activity. The *New York Times'* business index reached a peak of 115 in 1929. It dropped to a low of 66 in 1933. It is now well over 120. The level of production is substantially higher than ever before, even at the peak of 1929. The income of the nation's people, if present trends continue, will be 80 billion dollars this year and promises to rise to 85 billions or higher in later years. This is far above the 47 billions of 1933. It will even be above the peak of 1929.

This radical change in the economic picture holds two important impli-

cations for fiscal policy. It will make possible the collection of increased tax revenue with less sacrifice or effort on the part of most taxpayers. It is obvious that the higher the income of the nation's people, the less burdensome is any given amount of taxation. It should also permit reductions in some governmental expenditures such as relief and public works.

In taking account of this factor, the Brookings Institution concludes that if present economic trends continue it should be possible to finance essential governmental needs, state, local, and federal, including a three-year defense program costing twenty billion dollars, with a lessened burden on taxpayers. In the words of the economic agency: "After paying the increased taxes, there would be more income for other purposes than was available before."

This conclusion of the Brookings Institution assumes that there will be no reduction in state and local expenditures, that adequate provision will be made for military and other essential federal expenditures, and that borrowing will not be necessary. If there were further federal borrowing, a policy which is not advocated, the immediate burden on the taxpayer would be still further reduced.

Certain qualifications should be stated in making this argument. It is impossible to forecast just what the magnitude of our defense effort will be. If we should be forced into actual warfare further expansion of war industries would doubtless call for greatly increased tax revenue as well as borrowing. New conditions usually require new responses.

Present conditions and evidence, however, reveal no sound justification, patriotic or otherwise, why a public service such as education should be reduced at this time. Those who so propose show little realization of the rapid increase in tax capacity which is resulting from recent rises in the income of the nation's people. They apparently fail to appreciate the significance of this change for general fiscal policy or for the typical taxpayer.

Third, the proposal to restrict education is based upon a naive and obsolete idea as to the nature of modern warfare. Warfare is no longer carried on by ignorant automatons either on the battle lines or behind the front. On the battle lines it is a conflict between highly trained, resourceful combatants using the most complex machines and the most advanced technical procedures. Supporting each airplane pilot or commander of a tank, there must be several skilled mechanics and technicians. Science, mathematics, and trained men are the stuff of modern mechanized warfare.

Behind the military front the assembly lines must operate with maximum efficiency. Winston Churchill has said that this war will be won or lost on the assembly lines.

These facts are now being pointedly brought home to us as we feverishly attempt to get our war industries underway. It is not the shortage of men but of trained men which is threatening at a number of crucial points. The federal government is frantically appropriating tens of millions of dollars in order that we may quickly train workers needed in war industries.

Thus far our people have been so absorbed in getting the defense industries underway that we have given relatively little attention to the needs of the military services. A vast number of technicians are required to operate

the complex military equipment employed by modern armies, navies, and air forces. Doctors, chemists, nurses, and other professional and semi-professional workers are required in large numbers.

It is disturbing to contemplate the situation we would be in if it were not for the fact that due to the courage of Britain we are able to proceed with the development of our defense program with relative leisure. Let us imagine for a moment the situation which would exist if we almost immediately had to find enough technically and professionally trained men and women to staff the various branches of a modern army. This situation reveals how shortsighted were the so-called economies of the 1930's which resulted in the elimination or reduction of the vocational education programs of many school systems. Now we are paying for these shortsighted savings.

I share the pride all educators have in the prompt and effective response which our schools and colleges have made in offering short courses for preparedness occupations. The rapidity with which hundreds of thousands of workers are being given various types and degrees of technical preparation is a truly remarkable example of efficient and patriotic endeavor. But we must also not overlook the liabilities in this method of training. An army of young people are being rushed thru narrowly specialized, superficial training, many of whom should have genuine vocational and general education. Are we creating another lost generation which will suddenly find when peace comes again, after several years of well-paid work in war industries, that they have little competence either vocationally or as citizens. They will lack the background in vocational education essential for retraining and transfer to other occupations. Moreover, they will lack the social understanding necessary to deal with economic problems which undoubtedly will confront them in the period of post-war adjustment.

Equally unfortunate are the effects on industrial organization. Faced with a potential shortage of technically qualified workers, industrial practices are being drastically revised to utilize such skills as our workers already possess, and to make possible the introduction of thousands of new workers, quickly trained to do specific jobs.

Nor should we forget that much of this rapid training is possible only because of what the schools have done in the past. For example, part of our so-called streamlined training program in the colleges is attempting to convert some 50,000 young men into something which looks like an engineer in six months. It is significant to discover, however, that the qualifications for admission to these courses are knowledge of drawing, descriptive geometry, college physics, algebra, trigonometry, elements of differential calculus, and elementary mechanics.

Thus, as Byron Darntow has said in the *New York Times,* we are suddenly finding that "the mechanical skills of America's army of workers, largely unwanted during the years of depression, have been turned by the threat of war into the nation's most important resource for defense. From industries thruout the country the cry has gone up for more and more trained men."

Modern warfare, however, involves even more than the production of a

vast supply of complicated equipment to be operated by men of high technical skill. It is the clash of whole populations. All able-bodied men and women must be prepared to do their bit, with courage and efficiency, when the critical hour arrives, whether it be in extinguishing an incendiary bomb or in resisting the inroads of propaganda. We must not forget that the technics of propaganda have developed to a place where they take rank with bullets and bombs in achieving military success. Men and women of the type required on the battleline and behind the battleline are not the product of quick and superficial training.

Fourth, those who would declare a moratorium on education show little comprehension of the contribution which it makes to the building of a nation that is economically strong. The nations of the earth which are economically powerful today are those which have made the greatest progress in achieving the fundamental revisions in economic organization and practice known as the industrial revolution.

Countries like the United States and Great Britain have increased their per capita output sevenfold by displacing methods of preindustrial economy by those which involve science, the power driven machine, and technically and professionally trained workers.

The preparedness crisis is quickly and dramatically bringing home to us the indispensable nature of skill and technical and professional competence in modern warfare. What we do not see so clearly is that the same factors which have changed the whole face of warfare have also revolutionized peacetime economy, altho somewhat less suddenly. Science, invention, the machine, and technically and professionally educated workmen are the very foundation of economic power today.

Every census in recent decades has shown that it is the professions and the managerial, clerical, mechanical, and service occupations which are growing in numbers. These are the callings which require training. The professions now number more than ten times as many workers as in 1870. On the other hand, it is the unskilled workers who are declining both in numbers and as a proportion of the gainfully occupied.

The reason we do not more clearly realize this trend is not because our economy does not require workers with more and more skill. Rather, it is because our economy for the past decade has been on a sitdown strike with disastrous effect on employment opportunities of all types. Now that the defense program is getting the economy into gear we realize that large numbers of technically and professionally trained workers are an indispensable ingredient of an industrial age.

Evidence presented in the report of the Educational Policies Commission, *Education and Economic Well-Being in American Democracy,* shows clearly that education has played a vital role in supplying this ingredient. Economists generally recognize that this is the case.

Richard T. Ely, in *Elementary Principles of Economics,* states: "It is doubtful whether any other agency of civilization has a greater influence than the school in fitting the young of all classes for the industrial struggle that lies before them."

Frank W. Taussig, in *Principles of Economics,* says: "Wide and free diffusion of all sorts of vocational training would almost certainly increase the productive power of the community as a whole. . . ."

Education of the right sort plays a series of stellar roles in upgrading the economic strength of a nation. It is one of the ingredients of high productivity. It is the foundation of intelligent consumption. Under our present economic system the main directing force of all economic activity is consumer expenditure. We fail to reach optimum economic performance to the degree that consumer choices are irrational and uninformed.

It is of the utmost importance that we should continue to infuse the vital contributions of education to economic well-being during the years ahead. We have no idea of how long the current crisis will last. We do know that the economic assets created by education are extremely perishable. They are constantly lost thru the death of those who possess them. Accordingly, as Taussig has pointed out: "Man's great moral, intellectual, educational equipment must be conserved, like his material capital by unremitting effort. . . ."

Those who would reduce educational expenditures and educational opportunities in the current crisis lack understanding and vision of what makes a nation economically powerful. They would cut one of the taproots of national power in a world in which economic strength is of crucial importance, whether one is considering long-term economic well-being or immediate preparation for national defense.

Fifth and finally, those who urge a policy of restricting educational opportunity because of the emergency seriously underestimate the depth of the current crisis. They naively assume that if we can quickly fabricate a sufficient number of planes, tanks, warships, and other military material everything will be all right. It is not so simple.

The United States in common with the rest of the world is face to face with one of the critical periods of human history. The war itself is not the cause of the difficulties which plague the peoples of the earth. Rather, it is merely another symptom, even tho a definitive one, that all is not well.

Deeply imbedded in the tribulations of mankind is a series of unsolved economic problems. Science and the machine have given man unprecedented productivity. But they have also released forces and created tensions that strike at the very stability of our civilization. Let us not forget that one nation after another, well on the democratic road, has slipped back into despotism in recent decades because it was unable to harness the wild horses of modern technology. Can we succeed where others have so ignominiously failed? We all hope we can. But does the situation call for optimism?

Is it necessary to recall that the use of the words "crisis" and "emergency" were quite as common in our vocabulary in the 1930's as they are today? At the bottom of the doleful decade of the 1930's was a series of basic economic problems none of which we solved. Have we solved the problem of unemployment? We must answer, "No." We have merely put a part of our unemployed at work in a series of supremely uneconomic tasks, necessary tho they may be from other points of view. We call them the war industries.

Have we a practical program for closing the gap between potential and actual productivity? Have we resolved the paradox of poverty in the midst of plenty? Have we achieved a distribution of income which will stand the inspection of a fair-minded jury of citizens? Have we reconciled the private ownership of industry and popular control of government with such obvious necessities as planning, coordination, and technical expertness? Have we a program for employing the millions of young men who will enjoy high wages and security in war industries and in the armed forces in the years just ahead, but who will become just so many unemployed workers on the day peace breaks out? Will these young men docilely return to idleness and frustration of every proper and normal aspiration?

Every intelligent person knows that we have not solved these critical economic problems. They lurk ready to pounce upon us the moment we cease to pump billions into the defense industries. Even the speculators on Wall Street have enough gumption to grasp this disturbing fact. That is a prime reason why, with indexes of business activity at heights far above those of even the gay twenties, the stock market continues to drop lower and lower.

What is the solution of these problems? I have no easy answer. There is no panacea. But of one thing we can be certain. We will not solve them by restricting educational opportunity during the present crisis. There are many things that we can more wisely forego during the years just ahead than provisions for schools, colleges, and economic research. In fact, we should consciously set out to strengthen every agency and facility which will help us to meet the economic stresses which will doubtless follow the war, whatever its outcome. It would indeed be irony to win a war for freedom only to succumb to despotism in the post-war period.

We have examined the current situation at five critical points with reference to the policy which we should follow respecting education, taking account of economic considerations. The evidence justifies the following conclusions:

1. It would be economic folly to restrict educational opportunity and other phases of our standard of living until we have taken up the very large industrial slack which developed during the 1930's and have applied it to the development of the defense program.

2. Current proposals to cut educational expenditures reflect the economic stagnation and defeatist psychology of the 1930's rather than the present high level of business activity. With business and income at unprecedented levels and going still higher, the funds necessary to finance the defense program and other essential public services such as education can be raised without placing unreasonable burdens on the taxpayer.

3. The nature of modern warfare requires a high level of technical skill and economic competence in the operation of modern military equipment, in the production of this equipment, and in the duties which fall on the civilian population. The failure to maintain an adequate level of vocational education during the 1930's is already resulting in shortages of an adequate supply of trained workers for the defense program and for normal industries. We should not repeat this mistake by restricting education during a crisis the duration of which we have no way of predicting. Taking account solely of war needs, it is wise public policy to maintain our educational ramparts.

4. Education is one of the indispensable ingredients in building a nation which is economically strong. The perishable nature of the contributions of education are such that they must be continually replaced. To neglect education for an indefinite period would be economic folly. This would be to cut one of the taproots of economic strength in a world in which economic power is of crucial and growing importance in both peace and war.

5. Those who urge a policy of restricting educational opportunity seriously underestimate the depth of the current crisis. The economic problems and stresses resulting from the application of science, invention, and the power-driven machine to industry have caused the overthrow of democracy in a number of nations. If the United States is to escape a similar fate, it must strengthen, rather than deplete, the economic literacy and intelligence of its citizenry.

One final point should be made crystal clear. Educators make no request for special consideration in this period of national emergency. In the First World War they showed themselves as willing to sacrifice as any other group. They are no less patriotic in the crisis we are facing today.

We would do less than our duty, however, if we were not to urge that intelligence should mark public policy in this emergency. Every decision made affecting education in this period should take full account of the importance of this service in building a nation sound in spirit, mind, and body and qualified to meet all demands of this critical epoch in human history whether in peace or in war.

There is no more important duty of educational leadership today than to see that the men of small vision, those men who are selfish and money-minded, do not prevail in determining educational policies in this crucial period.

Victory or defeat in the military struggle now in progress may well depend upon the effectiveness with which we use that great instrument created by democracy, public education, in the years just ahead. Victory or defeat for democracy within our great land, in defending our internal ramparts in this difficult period of post-war readjustment, may also rest upon the way we use education, the way we use education today, the way we use it in 1941, and the way we use it in the years just ahead.

It is our privilege and duty to see that the people of the United States understand the vital role which education plays in creating and maintaining a nation which is economically strong, the only kind of nation which can compete in a modern world of technology, whether it be in war or in peace.

We must carry the facts to the American people, to the rank and file, to all the people. It is they who created the first great system of universal education in the nineteenth century. It is the people, all the people, who will sustain and develop that system of education in this critical period of the twentieth century, if we will but do our part intelligently and unafraid.

The exhibits attracted throngs of visitors

LABOR'S PART IN THE SOLUTION OF AMERICA'S PROBLEMS

PHILIP MURRAY, PRESIDENT, CIO; AND MEMBER, BOARD OF EDUCATION, PITTSBURGH, PA.

PRESIDENT REED: Traditionally, organized labor is friendly to education and organized labor is proving that friendship all over the United States today in legislative halls. Wherever there is misunderstanding, wherever there is conflict, it is due to clash of personalities, or suspicion, or ignorance —ignorance of motives on either one side or the other.

It is vital for educational forces to learn more of the motives and procedures of organized labor. One of the persons who has been important during the last twenty years in bringing together organized labor and education is Philip Murray. He has been a member of the board of education in Pittsburgh since 1922. I am happy to have the honor and the privilege to introduce Philip Murray.

MR. MURRAY: I come to you as the president of one of labor's mighty organizations, the Congress of Industrial Organizations. I speak to you on behalf of some four and a half million members of this great labor movement, believing, as I suppose you do, that the interest of the people who engage themselves in the field of education is to a degree at least comparable with the interest of the people who work in the mills, mines, and factories.

I had occasion the other day to glance over the fiscal reports of six or seven of our mightiest industrial corporations, and those reports indicated some rather startling revelations. The reports in themselves have created a feeling of wonderment in the minds of the people, and I should like in passing just to make reference to a few of them in order that you may have a greater appreciation of the things that I am going to talk to you about later.

I have here a list of the earnings of six of America's outstanding corporations for the year 1940. The General Motors Corporation gives employment to some 200,000 people; the General Motors Corporation profited to the extent of $195,500,000 on the 200,000 employees during the year 1940. The American Telegraph and Telephone netted $137,200,000 on 260,000 employees. The Standard Oil Company of New Jersey netted a profit of $110,000,000 on 55,000 employees. The U. S. Steel Corporation netted a profit of $102,180,000 on 260,000 employees. The DuPont Corporation had a net profit of $99,900,000 on 45,000 employees. The General Electric Corporation had a net profit of $55,000,000 on 65,000 employees. The total net profit of these six corporations for the year 1940 was $699,780,000 on 885,000 employees.

Now, you might ask, What is this all about? It means this: That the General Motors Corporation had a net profit for the year 1940 of $977 per employee, a staggering figure, a figure based upon the average employment of the employees of General Motors Corporation of 250 days a year, of approximately $4 per day profit on each employee. The American Tele-

graph and Telephone Company netted $528 per employee; the Standard Oil Company of New Jersey netted $2000 per employee; the U. S. Steel Corporation netted something approximating $420 per employee; the DuPont Corporation netted $2220 per employee; and the General Electric Corporation had a net profit of $826 per employee.

Is this a fair economic system? Does this kind of system provide for workers employed in American industry an equitable distribution of the profits derived from individual effort and initiative in American industry?

I have had an opportunity within the past few weeks to engage myself in discussion with a number of the most outstanding industrialists in the United States. I was talking to them about improved living standards. I was suggesting to them that there should be taken from these enormous profits some money to be given to their employees in the way of wage increases.

Unfortunately, the attitude of American industry today is one of absolute, positive refusal to make wage concessions of any description. It contends that if the wage structure is improved, if men and women are given more money, it possibly might result in something they call "inflation," there might be an inflationary spiral and the country might go haywire under the impact of inflation. So, they suggest, these distinguished leaders of American industry, very boldly, bluntly, and brutally, that nothing should be done in the United States during the period of national defense to improve living standards and to increase wages, and that at the same time nothing should be done in the United States by government, labor, or industry to disturb the profit-making opportunities of American industry.

You read in the newspapers from day to day about strikes taking place here and there. The *New York Times* recorded on its front page some seventeen strikes involving 23,000 people, at plants having government contracts approximating $60,000,000. Those 23,000 employees were involved in strikes after collective bargaining had broken down and the employers had resisted the efforts of the workers to improve their standards. The employers contended that under no consideration could they yield or make concessions of any description to their employees if those concessions meant increased labor costs.

It is these attitudes on the part of the important businessmen that create conflict. It is these economic disturbances that not only cause strikes and spilling of blood, but ofttimes throw the world into what we have now, international convulsions.

We are talking about breeding better world relations. We are talking in the United States today of supporting the enactment of legislation which will tend to promote democracy. Yet we have employers of labor in the United States, even today, who refuse to recognize their labor when that labor is organized into labor unions.

We have a law upon the statute books which is a virtual command. It states to employers thruout the nation that "thou shalt not interfere with the right of labor to join organizations of its own choosing for the purpose of collective bargaining." And yet we have a number of very substantial

employers in the United States who violate that law—and who are quite frank and quite candid about it. They defy the law. They use the age-old systems of espionage, discrimination, discharge, eviction; they incarcerate people in prisons because those individuals seek the protection of the law, the right to join an organization of their own choosing.

Only a few days ago a large steel corporation addressed six hundred letters to six hundred of its employees giving them indefinite suspensions, suspensions that were really equivalent to discharge notices, because the men had participated in a local strike for the purpose of adjusting grievances, securing redress from wrongs that were being perpetrated against them. This particular company, when it addressed these letters to those individual employees, stated that they were being discharged because they were interfering with national defense. And yet this company has violated the law not once but often, and was found to be guilty by the National Labor Relations Board and by several of our lower courts. Despite its defiance of the law it has succeeded in securing from the federal government $1,250,000,000 of government contracts.

Actions of that description on the part of large employers of labor are not a good thing for the United States. They affect the morale of the people; they disturb people; they make people resentful, and hence cause fights, strikes, confusion, disorder, and the letting of blood.

Surely in a great country such as ours there is room for understanding. Surely the council tables should be taken advantage of and the rule of reason should be applied; constructive, intelligent thinking out of these problems should be the order of the day. But if America in the days of national defense is going to be menaced with industrial turmoil, that condition will be altogether attributable to the unwillingness of these large employers of labor to recognize the common ordinary needs of men and women and children who are aspiring to secure for themselves just a little more of this sunlight that God in his infinite wisdom decreed human beings should have.

It is not the purpose of labor to create confusion, cause disturbances, or contribute in any way toward interruptions in the continuity of production in any industry, military or nonmilitary. It is the purpose of labor to achieve its logical aspirations thru the use of reason and intelligence; thru the use of counsel and collective bargaining.

Those are labor's methods; those are the ways in which labor strives to solve its problems. But problems are most difficult of solution in that way when these large industrialists, these owners of large industrial enterprises, in a state of complete defiance ignore the principles of collective bargaining, defy the workers' rights to organize, and summarily dismiss them when they attempt to secure the benevolent protection of membership in a labor organization.

We all have our contributions to make toward the well-being of a great nation such as ours, the big and little alike, the mighty and the lowly. It is the understanding of labor that we are all striving for a common cause, struggling toward the achievement of a common ideal, the perfection of a better understanding between capital and labor.

We in the field of labor have been taught that that is what democracy means—equality of treatment, the right to achieve and aspire and improve conditions, conditions of labor, conditions of men and women and children. These are legitimate, logical aspirations. But these aspirations are going to be most difficult of achievement unless you and I and the millions of people scattered thruout the United States come to have a better understanding and a greater appreciation of the things to which the democracies of the world aspire.

There is in the United States today more confused thinking than there has been at any time during the course of my life at least, and I think that perhaps some of this is deliberately thrust upon us thru the use of propaganda. In the presence of this confusion would it not be well for the United States, its leaders in the field of education, its leaders in the field of industry, labor, government, and agriculture, to do a little checking up on one another, to find out what is wrong, what our problems are, and if thru the use of joint reasoning we cannot apply some sensible solutions to the internal problems now confronting us?

We talk of the hatreds that have developed between the leaders of the British Empire and the leaders of the German government. Those hatreds are making themselves manifest from day to day. Those confusions and hatreds and prejudices are making themselves evident in the United States of America today.

All leaders in the field of statecraft, all leaders in matters pertaining to things of a civic nature—politics, industry, and labor—give voice to their opinions in a spirit which indicates prejudice, hatred, confusion!

I do not read in the newspapers of any distinguished leader in the field of politics arising upon the floor of the federal Congress discussing the internal economic unheavals that are taking place in the United States today. I do not notice any particular leader in the field of statecraft introducing bills or resolutions in the federal Congress to maintain a degree of stability in our internal economic situations after national defense has passed.

For a period of approximately four years I have addressed hundreds of labor meetings, church meetings, political meetings, and civic meetings beseeching the people to give some special consideration to the question of national unemployment. For over three years I beseeched the federal Congress and the leaders of both branches of Congress to introduce legislation for the purpose of having the government commit itself to some system of economic planning and give to those idle millions of able-bodied citizens an opportunity to work in American industry and American business; and for four years nothing has happened.

About three or four weeks ago one of our distinguished senators from the State of New York introduced a resolution upon which I understand they are going to conduct hearings in the U. S. Senate, a resolution which pertains to giving consideration at some future date to the repercussions of unemployment during the post-war period—I mean the Second World War. That is not a sensible grappling with a problem of this description. I think that if the problem of unemployment is going to be solved in the United

States, it will be solved only after you and the millions back home manifest a greater interest in its constructive solution.

I appeared before the Resolutions Committee at the Democratic national convention in Chicago last summer. I beseeched the Resolutions Committee to incorporate in the Democratic Platform a provision to which the Democratic Party might commit itself, requiring a meeting of labor, industry, agriculture, banking, government, a meeting to be conducted under the direct auspices of the President of the United States, who might be chairman of a group convened for the purpose of giving consideration to this unemployment question. That was last summer. There is another summer in the offing and nothing has happened.

New machines are being poured into American industry every day. Technological displacement of American youth and American workmen is going on day after day, the machine going in and the men going out. That is one of our problems. The owners of those machines—and I speak again with reference to industry—are not particularly anxious to do anything about this situation. The only groups I know of anywhere in the United States that manifest any particular agitational interest in solving this problem seem to be the labor groups. They are directly affected by it. They are the ones who starve and the ones who die, and it is their families that suffer, their children who undergo the rigors of poverty, malnutrition, lack of proper clothing, medicine, and housing. Even today, despite the fact the nation is producing at a rate approximately 15 percent above the 1929 level, we have eight million unemployed people in the United States, eight million able-bodied men and women.

Do you ever think about that, you who work steadily? The problem does not directly affect you, but do you ever think of those eight million—sixteen to twenty million members of families without work, no security, a little relief, yes, a basket of food? Do you think of the billions in taxes that you and the millions of other people thruout the United States have got to contribute to our federal government to maintain this standing army of unemployed? Does it ever occur to you that no nation—I care not how big, how wealthy, or how powerful that nation may be—can hope to maintain permanently thru any form of taxation an army of eight or ten million unemployed and their dependents?

That is just not in the cards. There is only one way in which this or any other nation can thrive or survive and that is by furnishing jobs to men and women, able and willing to work. That is the seat of the gravest economic problem that ever confronted the United States.

I wish that all of us in this nation could think in our hearts, in our minds, and in our souls of the terrifying repercussions that are bound to ensue, that are bound some day to come in the wake of this national evil, unemployment. Some day we will pay the price unless you and I and the millions of us scattered thruout this country decree in our wisdom that this problem shall be solved.

I come to you today as a speaker from CIO. You have all read about CIO. We have come to be regarded in certain sections of the United States as an

evil force. Here we are, and we are talking to you today and I talk to you just like four and a half million of our members might talk to you, claiming that we are no better and certainly no worse than our neighbors. We are trying thru the medium of the mightiest labor movement that has ever been built in the history of the United States to lend whatever constructive contributions we can make toward the economic well-being of the United States of America and its one hundred and thirty million residents. We have been making contributions to the government and to our land since our CIO organization was originally created back in 1935. Our contributions have been the organization of men and women, the usage of their collective strength and their collective reasoning to improve their conditions of employment, to enhance their earning opportunities, and to give them a better social outlook in this great game of life you and I play each of the days that we live. That is the kind of an organization I represent. That is the kind of an organization CIO is.

Two or three months ago this organization, in an effort to render an effective assistance to our country, went to the White House, thru the medium of its representatives, and talked to the President about some things of a constructive nature that could and should be done by our government to help our nation in this period of national emergency. We felt then, as we feel now, that lags and bottlenecks in production are almost wholly attributable to discriminatory and disproportionate allocations of the nation's business to a few of the large corporations producing military essentials. We said so six months ago. We stated that the army, navy, and National Defense Advisory Council were exercising the rankest kind of discrimination in the allocation of government's business to a few large industrial enterprises. I have told you of a corporation that discharged six hundred of its workers three days ago. I said that corporation had $1,250,000,000 worth of government business on its books; and do you know how long it will take that corporation to execute the contracts that it now has with the government of the United States? It will take three and a half years.

We are talking about accelerating production these days; we are talking about an immediate national emergency. Yet this single corporation, according to government officials, is producing approximately 70 percent of our nation's armor plate, and it is building approximately 70 percent of our nation's merchant marine, cruisers, and battleships.

Now there is a bottleneck. I know personally of at least fifty small steel companies in the United States that could take this business, that could have produced the same goods and the same quality of goods, done it with dispatch and promptness, thereby meeting the immediate emergency needs of our national government. And that is not the only corporation which has enjoyed these special privileges. There are a number of other large corporations that have more business on their books than they are able to handle, and there are any number of smaller business enterprises scattered thruout the nation that have practically no business at all.

Two months ago I was told by a government official in Washington that there were 12,000 separate individual plants in the United States capable of

producing goods essential to the promotion of national defense, military goods, and out of those 12,000 plants, two months ago, some 30 percent were enjoying the benefit of government contracts; 70 percent were without any government business, indicating a complete lack of understanding of production problems, particularly as those problems relate themselves to questions of national defense.

It was in an effort to solve that problem that the CIO suggested to the National Defense Advisory Council, to the President, and to the leaders of our federal Congress the creation of industrial councils. These councils would be composed of representatives of labor, industry, and government, whose functions it would be to coordinate the work of each industry, securing thereby the ultimate in production; to discontinue the practice of disproportionate allocations; to put the brakes on discriminatory practices of the federal government with respect to letting of contracts; and to enable each advisory council, thru regulations prescribed by the President, to get the ultimate out of each industry thru the promotion of accelerated production.

Then it was suggested that, to prevent disturbances in the continuity of production in any given industry, the joint effort, energy, and services of labor, industry, and government in each industry council would be immediately applied to the solution of labor problems in each industry, whatever these labor questions might be. Sitting at the top of these industry councils there would be a national board of review over which the President or his truly designated and accredited representative might preside, a clearinghouse for disputes that might arise within industry councils. It should be the function of these industry councils and the board of national review not only to give consideration to the immediate problems affecting national defense but to make out of each industry council an industry planning board whose service would be devoted to protecting the interests of America after defense is over, particularly as those interests related themselves to the grave question of national unemployment. Each industry would make this study, then submit the result of its study to the top board which would coordinate the studies. Out of these groups there might come an idea to solve the problem of unemployment.

These are only one or two of the contributions that labor believes it can make toward the economic well-being of this great nation of ours.

BUSINESS AND EDUCATION

WILLIS A. SUTTON, SUPERINTENDENT OF SCHOOLS, ATLANTA, GA.

PRESIDENT REED: It is hardly necessary for me to introduce the next speaker. We all know Willis Sutton. We know the magnificent leadership he has exerted in the National Education Association, in his own community, and in the United States. We look upon him, tho, as the "Voice of the South." Mr. Sutton.

MR. SUTTON: In great organizations like this one we are accustomed to think that business is a tight-fisted, hard-headed, unreasonable kind of organization. Then we get off to ourselves and we commence to complain about these taxpayers' leagues and manufacturers' associations, and these great industrialists, and we think they ought to be more kindly disposed toward education. We think they would blight our opportunities and restrict the privileges of our children and cut down our budget, and we do most of our talking around tables where we ourselves agree with everything else that anybody is saying. In the great chambers of commerce, taxpayers' leagues, and business organizations, they get together and feel as tho we are extravagant and wasteful, that we promote a great many useless things, and that we are a sort of great leech upon the business of this country.

There should be some place where we could get around a table and apply reason and common sense to our problems. Sometimes I think you and I, superintendents of schools, are guilty of thinking in terms of our own problem too much and of not envisioning what business is up against. Everybody has his problems, and there are no easy places in the world. The grass looks greener in the other pasture, but it is not any greener, does not taste any better, and does not support cattle any better than the one they are grazing in. There are problems for all of us, and I think that as businessmen—and we are good businessmen in spite of the fact that some people do not think we are—we should get around the table with business and try to consider what these problems are that face us, and what relationship education has to this problem.

I visit over the country a good deal and one day in a city about the size of my city of Atlanta, I picked up a telephone book and looked at it. It was about a third larger than the telephone book in Atlanta. My pride was hurt. I said, "Why would these people have more telephones in this town than we have in Atlanta?" I even counted the pages and looked at my book that I had in my brief case and there we were in a city with the same population as mine—and a third more telephones.

It bothered me. I went into another city where there was a paper that was not half as good as any one of the three papers in my town and where the country around was far more sparsely settled. Yet that paper had a circulation that was as great as the combined circulation of the three daily papers in my city, and there were two other papers in that city. Why should they have a greater circulation of papers there?

It bothered me. I went home. I sat down and thought about it. I found that in the territory around Atlanta—and I am hopeful that it is a little better now—but at that time in a territory of three hundred miles around my city there were 266,000 people above ten years of age who could not read and write. What would they want with a newspaper? I wondered and then I commenced to think that if that were true of the newspaper, what might be the condition with reference to these telephones? What effect did the economic situation of my people have upon them and what relationship was there between that economic situation and their education?

So I studiously set to work and as best I could, by the standard that I could arrive at and with the assistance that I could get from a group of my teachers, I found that in the city to which I referred, and in the territory involved around it, the people had on the average at least two grades of education higher than the average of the masses of the people around my city of Atlanta. I commenced to calculate the pages in my telephone book, and there was good correlation.

That led me into thinking that possibly we might go deeper into that situation. I chose thirty of the occupations in Atlanta and assigned two teachers each out of my system to study the relationship of education to the manufacture of jewelry, to the manufacture of textiles, to the life insurance business, to the question of retail groceries business, to the question of department store business, to thirty businesses in all that related to the city of Atlanta, and I think those were among the most interesting reports that I ever had my teachers present. I found in them a great deal of meat and much food for thought, and then, as I commenced to think of that whole situation, there came this question, What is really the relationship between education and business?

Time has gone on and demands are being made on the tax dollar in this age when people are talking about security—and I hope nobody will misunderstand me, but I do not much believe in security. I am not talking about any particular form of security that the government has passed, but the idea of security is something that I think has been foreign to the democratic way of life. I wonder what would have happened to this country if all the people on the "Mayflower" had gotten out in the middle of the Atlantic and said, "We want security from the Indians before we decide to land." I just wonder what would have happened if those people had said, "We want to be sure we are going to be housed in our old age, before we hit Plymouth Rock." I wonder sometimes what would have happened to this country if George Washington, in the dark hours of Valley Forge, had had his people come to him and make a demand for security. I do not want security.

There used to be an old river near where I lived when I was a boy, and there used to be three ways of crossing that river. One was a covered bridge, where the horse could not even see the water; another way was by means of an old flatboat where you had to put blind bridles on the horses to lead them on, but it was relatively safe; but there was a third way to get across that river, and that was to get in a canoe and shoot the rapids, and I liked it. The older I get the more I am inclined to think that this question of security is one of those things that may block the great initiative of a mighty people.

But in this age when we are just piling up money for security, when we are thinking in terms of unemployment insurance, and I am not against it, but in this age when we are thinking—and we ought to think and God pity the man who does not think—of defense and a thousand other things that are having their claim on the tax dollar of this country, sometimes we ought to be thinking about real defense.

I asked a class of high-school seniors the other day: What are we defending? And some answered, "The gold over at Fort Knox." And some said, "Our shore line." And some said, "We are defending our industries." And some said, "We are defending our great cities." It was amazing to me how many children were ignorant of the fact that the defense of the American way of life, that the defense of freedom, that the defense of those things involved in the Bill of Rights, that the defense of a free people to think in a free manner and form conclusions according to their thinking and according to their facts; that those are the things that need defense as much as our coastline or Fort Knox, or our industries, or our cities, or our countryside.

But when all our money is going in these directions, when we who constitute the school administrators of this nation to whom teachers and the youth of the future are looking, are thinking of defending our budgets, of defending the finances that will support education, of defending money that ought to come into the treasury of the schoolboards of this country, I believe for the most part business, if we teach it aright (and that is our business, teaching) is also thinking of these same things. I believe the American way can be defended best by teaching business that the great defense of this country is an enlightened, intelligent, free-thinking citizenship.

Now we are about to emerge, I hope, out of this terrific depression. I remember being up in Rutland, Vermont, after the flood of 1928 or 1929, and standing with the superintendent of schools, I looked at the hills about and looked at a little stream that was not as wide as this stage, and I said to him, "I don't see how in the world that little stream ever wrought such havoc and destroyed so many lives, washed up the concrete roads and did so much damage." Then he pointed to the valleys around that town and said: "Here are six great valleys, but never in the history of the world did they all flood at one time before, at least that we know about, but they did. The dam broke here, and the rains came here, and the snows melted there, and all together they made of this little insignificant stream a roaring torrent that swept away property and destroyed lives."

This depression thru which we have just passed came as a result of more than a half-dozen great roaring torrents coming down out of the mountains, and it destroyed much of our civilization and much of our life. Some of those things we ought to remember. We poured into a world war $250,000,000,000 and nearly fifteen millions of lives. You cannot do that without having some disaster follow. We have spent our resources in this country, our natural resources of timber and iron, coal and field, forest and mine, in such a lavish and extravagant way, and were so wasteful in getting these resources out, that we came to the peak of them right at the same time. Then we dreamed that everybody could get rich by buying stocks and bonds and we forgot the great principle of work. Above everything else we became wasteful and extravagant in our own homes and living; the crash came upon us and we have had ten years of it. And now

the only way we seem to be lifted out of it is by another great national emergency that may be worse in its aftereffects than the World War.

In the midst of all these extra taxes and with a view out in front of us like that, is it not time that you and I, superintendents of schools, sit down and say, "How are we going to plan in order that America may continue to grow, and how can we convince business that they are a part of this planning and that they must enter into it?"

During this depression, we have tried several expedients to get out of it. We tried what we called salesmanship, and we trained people to sell stuff to people who did not want it, and we got into round tables, and around boards, and we had quotas. I have been guilty of some of that myself. I went to two or three great trade conventions and out of what little inspiration I could give to that trade convention, at some strategic moment the manager would say, "Now you have heard of the need of this great industry (whether radio, Frigidaires, or automobiles), and now what will California do?" And some fellow would rise up and say, "California will sell so many."

"What will New York do?"

And then they got back home and divided it into quotas and everybody went to Aunt Elizabeth, and Grandma, and Uncle John, and said, "I've got to sell so much this week. You've got to buy."

And when we commenced to get a little shaky on account of high pressure salesmanship, business went into a huddle like a football team and said, "Now what can we get up?" and they got up advertising as a basis of business—and advertising is a great business. But when advertising commenced to go down a little they had to go back in a huddle and one wild boy jumped out of the middle and said, "I've got it, I've got it, I've got it! A dollar down and a dollar a week as long as you live. That will get all of them." Then they tried that, and that pushed stocks up and supplies up and made a demand, and we all fell for it. Then came a day when a fellow came in and looked over all the installments coming due: $15 on the radio, $20 on the Frigidaire, so much on the lot and so much on the house, so much on the automobile, and so much on the fur coat. It all added up to $150 and his check was for $125. Then he turned and said to his wife, "You tell everybody that comes to this door knocking that that wasn't a good thing. 'Ain't goin' to buy no mo!' " And when that fellow went away from the door with that language it got back to the bank, to the broker, and to Wall Street. We had a buyer's strike; we had the depression, and we have been struggling to get out of it ever since.

Then somebody, out of the wild fury of trying to think what we could do, thought we could save ourselves by mortgaging the government for the next five hundred years, and we have been trying that for a long period.

I want to know if we, out of the sum total of this great group—and there ought to be *some* intelligence in this group—I want to know if it is not possible for us to think and plan not *against* these businessmen but *with* them, that they may understand what we are trying to do.

For fifteen years, as some of you know, I have gone up and down this country thinking, thinking, speaking on one little theme. Out of all this there came into my mind just one thought. What is business, after all? Business is an exchange of services and commodities, and yet everybody stops there, but that is not right. Business is an exchange of services and commodities with equal profit to all people concerned. That is good business, and I want to tell you this. Taking that as a standard of business, every great business organization in this country can join with education in this next thesis: Do you want good business? Do you want it to continue? Do you want it in place of this business that we have had, that we call foreign trade? I will tell you how to get it.

There is but one barometer to good business, just one. I did not get it up; I found it in a book that I will recommend to every one of you. It is called the Bible, and out of that Book I got this one theme: "Seek ye first the Kingdom of God and His Righteousness, and all else—the things in the world that you want and need will come along without any effort."

When somebody turned to the Fellow who said that, and I hope you will not think I am irreverent, but when somebody turned to the Man who said, "Seek ye first," and said, "What is the Kingdom of God? Does it come with the stars? Is it a comet? What is the Kingdom of God?" He said, "The Kingdom of God cometh not with observation; it cometh not even with research; it cometh not even with the great things that you may call labor and capital. The Kingdom of God is within you, and you develop human personality and all the rest of it follows."

And I believe we should teach business this simple little lesson; that we are not trying to deprive business of the money it pays in taxes, that we are not trying to get big salaries for ourselves, but that we are building a thing that will be the cornerstone of bigger and better business—business that is not just pecuniary, that is not just simply selfish. It may be a low basis but when a man pays something into something, he wants to know that there is some basis of gain that is coming out of it.

Education is the basis of real, genuine production of wealth. Here is a formula: The cultural level of the masses of the people is the basis of good business.

Just as we found out that we needed educated people in order to have a newspaper with five hundred thousand circulation, just as we found out we needed intelligent people who could produce in order to have a telephone, just so we found out that the basis of what you call business is not so much advertising or high pressure salesmanship, not so much these things that we have thought and that are good adjuncts of business, but it is the culture level, the aspiration, the soul, the desire, the warmth; it is the thing in me, that upsurge toward those things that are good for us. And when we increase that we increase the wants, the wishes, the desires, the needs, and the aspirations of man and, thank God, we not only increase those wishes, wants, and desires, but we also increase the ability to satisfy those desires, and, those desires being satisfied, and that ability being increased, it gives

more and more of desire, and more and more of ability. It is a never-ending cycle, a spiral that is always going up.

We have in this country thirty-five million people who have an educational training of about the fifth grade or less. If you want to take the place of all the foreign trade that we are losing, just give those thirty-five million people a chance to become ninth- or tenth-graders and you will do it.

In my own state of Georgia, we have 1,100,000 Negroes. Many of them have not had the opportunities they should have had. I think we are striving to better that as we can, but I have said many times and I repeat it this morning: If I had the power in this hand to wave a wand and to raise the culture level, the educational level, of those 1,100,000 Negroes from an average fourth grade to an average eighth grade, I would be willing to post a bond that I would double the business of Georgia.

Does business understand that? Have you taught it to them? Have you given them that idea? I feel I have to answer for you that you have not, and therefore they have been stingy. They have been thinking in terms of our reaching out and grasping all we could for the schools, without thinking what they are getting in return.

Poverty does not make anybody any money; a low wage scale does not make anybody any money. It but increases the tragedies of government and increases taxes. The best governed city, I think, in the whole of America, is Milwaukee. It had the smallest percent of people on relief and of those on relief at a certain stage when I read about it, there were less than 4 percent that had ever had the opportunity to receive a diploma from a high school. It demonstrated without peradventure that that trade school in that great city, providing opportunities for people who needed retraining, had given to that city and to its area not only less unemployment but had made it the cleanest city, the freest from crime, in many senses the best great metropolitan center in this entire country in which to live. The basis of it was the fact that there was something in the schools and something there for every need of those people.

As you think about it, think of this, think of the caveman. Just go right down to the bottom. What is business? Why business is the buying of services and commodities. It is the building of a house; it is the furnishing of that house. It is buying clothes, it is transportation, and getting the nice, glorious, and beautiful things of life. But as you go into the caveman's house, his wife does not have ten to fifteen dresses hanging in her closet. No, a gunnysack is about all she can afford. There are no bric-a-brac in that caveman's house, no tables, no furniture; there is no Frigidaire in his kitchen; there is no radio in his parlor. There is no motor purring at his gate. He is not buying any Pullman tickets. There is no telephone on his desk. Are not those the things that make business? But give that fellow a chance to become a third-grader, and he looks around and says to his wife, "I never did think a man ought to live in a hole in the ground anyhow. I want to come out of here. I want a piece of land. I want to build a house. I want it furnished." Lift him from a third-grader and he wants a better house and better land. He wants opportunities for his children. Lift him to a

seventh- or eighth-grader and he not only says, "I want these things," but also, "I will join with others in getting better things for myself as well as for others." And he goes on step by step in that process.

I was in a great section of this country that I will not name, not so long ago, and two schoolmen got me into a trap. They invited me to a dinner and when I got there that night I found I was in a taxpayers' league. The man who introduced me was vicepresident of a big insurance company and he got up and said, "We have with us tonight a great fellow," and he gave me a lot of taffy. He said, "In Atlanta, Georgia, they are able to run a good school system on $69 a child." That was all it was costing us then. We are doing a little better now. He continued, "But in our city we are spending $136 a child, and we have invited this great man to tell us how to run a good school system and run it cheap."

I told him I would like to thank him for my dinner but he got the wrong man, that the only reason I spent $69 a child was that I could not get any more; if I could get it, I would spend it. I also told him my children were worth just as much as the children in that city, and ought to have just as much money spent on them, but I said, "Since you think you are taxed to death, let's talk about this thing a little."

There were forty-two people there, every one of them president of something. We sat there and talked around that table together. I talked, and what I said came out of these reports that my teachers had made. I said to the man who had introduced me, "You represent life insurance. That is one of the four top things in my city. It is a great life insurance center, not so much for the companies organized there as for the offices representing other companies, but I want to ask you this one question, How much life insurance in blocks of five thousand (because the life insurance people had told me you had to get insurance up in about those blocks before you really made much on it) or more have you got on the lives of people who have a fifth-grade education or less?"

He said he did not know. I did; that is the reason I asked him. And I told him, "There is only one-tenth of 1 percent."

When we made this research on life insurance in this country, that is, in blocks of five thousand or more, on the lives of people who had fifth-grade education or less, we learned that. And I turned to that man and I said, "What does that mean to you?"

He said, "It means more education, more life insurance."

I said, "I wish my teachers were as quick to learn as that."

I will not have time to tell you about all those people, but I went down the line with them. The next man was in real estate and his trouble was junior colleges and taxes for the junior colleges. I said to that man, "I will make you this proposition. I will go out and put a peg down right where your junior college is, and I'll peg off a circle of fifty miles around it. If I can't prove to you that the junior college not only pays its way but helps to pay the rest of the expenses by being in that particular spot and teaching those people, I will recommend to your state legislature that they tear it down and withdraw their support." But he would not go along.

I came to another man. He was in the retail grocery business. I said, "Where do you make your money? Do you make it on strict lean and fat and shorts?" He didn't even know what "shorts" were. He thought they were men's underwear. I said, "Brother, you must never have gone to the mill," and when I explained to him, he said, "Oh, no, on those staple things like meat and bread and flour there is so much competition we rarely can make expenses, much less make any money."

"All right, where do you make your money?"

And he told me about choice imported fruits and vegetables and choice cuts of meat and all that, and I said, "Who do you suppose is going to ask for olives from Greece, when they never even heard of Greece? Who is going to understand about choice cuts of meat when there is no possibility of paying for them? Do you think a third-grader could?" He didn't think so.

"A fifth-grader?"

"No."

But as we went on up, he said, "These are the people who make profits possible."

"What does it mean to you as a grocer?"

"Oh," he said, "more education, more business."

We went on down the line and got to a fellow who was in the department store business. He was president of it and I said to him, "Where do you make your money?"

He said, "Well. . . ."

I said, "On bargain basements?"

He said, "No, oh, no."

"On ten-cent stockings and fifteen-cent hats and quarter dresses?"

"Oh, no, we put those quarter dresses down to get rid of them. We sell everything from toothpicks to pianos."

"Well, let's pick out one thing."

He said, "You pick it out."

"All right, ladies' wear. Where do you make your money in ladies' wear?"

"We make our money," he said, "when a lady buys an ensemble."

I said, "I am just a plain Georgia cracker. You will have to talk English to me. I thought I knew everything the women were wearing, but I guess they have hidden something from me."

He went into great detail to tell me what he meant. He said, "A lady will come in and buy a blue dress. She may have a good deal to say about the price of the dress but having once bought the dress she looks around and sees a hat that just corresponds, and you don't even have to say the price. 'That is my hat!' And she gets the correct stockings, and then a blue topcoat, and a blue hat, and a blue veil, and a blue handbag, and a blue parasol. And when she has got all that together she has got an ensemble."

"Now I want to ask you a question: Who has sense enough to buy an ensemble?"

"Well . . .," he said.

"A first-grader? Do you think a first-grader could buy one?"

He didn't think so. He doubted whether even a seventh-grader could buy one, but when he got to thinking of the study of colors and art he thought those students might.

I said, "Brother, more ensemble, more business. Isn't that so?"

"Yes," he said.

"Now," I said, "It takes education to know how to get an ensemble."

I was telling that story in St. Louis and a manufacturer of men's underwear came up after the meeting was over and said, "I want to tell you a little story to add to that. Twenty years ago a young fellow in our organization insisted that we put a little color in men's underwear. Everybody hooted at the idea, but I thought there might be something to it and we put just a little dash of pink and blue in. For the first year we were just going to try it out but we sold three times as many men's shorts."

Education does a lot for business. I was at a Rotary Club meeting one day. We had one good fellow who was always talking about Atlanta's being taxed to death. It happened that I had just sent out forty thousand letters to parents about music; it was the stock letter asking them to buy instruments. When this fellow talked about so many taxes and so much money spent for education, I reached in my pocket and said, "Bill, read that some time." I said, "How has your business been?"

He said, "Well, in spite of the depression, Willis, I have sold more musical instruments in the last two weeks than I ever sold in any two weeks' period in my life."

"Have you read my letter?"

"No, not yet."

He read the letter.

"Now," I said, "have you got a single grit in your make-up? If you have, you will take back all this you have been saying." There was a piece in the *Constitution* the next morning about that.

Business is willing to be taught. Here is a whole field of business finding fault with us about home economics, music, and art. America spends more for art than for anything else in the world, unless it is bread and meat. There is art in the tie, the suit of clothes, the shape of the automobile, art in bric-a-brac, on the lawn, in the grass, in the shrubbery and the landscape, art in jewelry, art in implements with which you eat, art in the things with which you set the table and the table cloth itself. Art is everywhere and yet business is coming along saying to us, "We can't afford to give children art and music and the things that make life rich." They are the basis of business.

I want to close with just this thought: This great thing we need to learn in this world is that people, businessmen, educators, all of us, need to think in terms of people and not so much in terms of things.

We had some junior high football teams in our city a few years ago, and one of the rules was that you could not play on the football team after you reached the age of seventeen. They were pretty liberal rules, but one day one of the junior highs trotted out a team that was tremendously large and the other team accused them of "ringer." They went thru all the stages

of things like that and finally came to the superintendent. Several mothers marched into my office and said, "We are mad. Such and such a school has accused our boys of playing 'ringers.' "

And I said, as if I had never heard anything about it, "What has happened?"

"Well, when our boys went out, these other boys said nobody could grow that big in seventeen years and they knew it, and they said that they were older."

"Well," I said, "can't you prove how old these boys are?"

One of the mothers there said, "Well, I have had eleven boys and I have lost the records and got them sort of mixed up. I couldn't make an affidavit exactly how old this boy is."

I said, "Haven't you a family Bible?"

"We did, but it got burned up."

"Well," I said, "Now I know how we can prove it. I will call up the state capitol." I lifted the receiver, called the state capitol and said, "I want to know about such-and-such a boy. What do the vital statistics say about his birth?"

And there came back the answer that for a period of some fifteen or twenty years on account of economy and other things the vital statistics lagged, and during those particular years they did not have those reports.

I knew we had a good vital statistics department in our own city hall and I called up Kennedy and said, "How about this boy?"

He said, "Mr. Sutton, some ten years ago we really didn't keep very good vital statistics—not until a few years ago. We don't have any records for those years."

"Well," I said, "that is bad," and I turned to the mothers and I said, "I don't know what we can do. They say they are more than seventeen and you can't say they are under seventeen. I don't know what we can do."

I went home that night. I had an old lady keeping house for me. She asked me to go by the safety deposit box and bring some deeds home. She had sold a little lot of forty feet of land sixteen miles out on Peachtree Road, and she asked me to bring the deed for her. As I handed the bunch of papers to her I said, "I never saw such a big deed on such a little piece of land."

She said, "Oh, that is my abstract for title."

She unfolded it and it started with the charter that King George gave to Oglethorpe and went right on down and traced that little piece of land thru eighty-one generations. It told every page; it told the book, the shelf, and the paragraph where you could go and find out how that deed was recorded and, not satisfied with that, it took the cession of the Cherokee Indians, and started back another way and it had sixteen different exchanges back there. There was a piece of land that had a pedigree of ninety-seven generations—yet the same state of Georgia couldn't tell three great big upstanding boys when they were born.

A man stopped me the other day and said, "I got a Christmas card from you and I wondered why in the world you sent me a Christmas card."

"Because I met you a few years ago," I said, "and I thought you were a good fellow, nice to me, and I put your name down in my little book. I think folks are worth a three-cent stamp anyway, and I sent a Christmas card to let you know I am living and I am glad you are, and I think you are of some importance."

What is wrong with you and me? We have not let the size of our job and the size of our building and the size of the budget run away with us, but we have let the money size of this thing run away with us just like the businessman has, and we have not thought in terms of this human element.

I will tell you my source of authority when I say that. As they walked along the hills of Galilee, Peter, James, and John got into a big dispute as to whether Judas had enough money in the bank to go to the party that night. Jesus saw they were disputing about Him and He said, "Boys, what's the matter?"

They said, "Judas is out of money and he can't buy a tux."

And He said, "My dear, dear boys, is that all that is troubling you? If you had the soul in you, if you had the power of personality in you, if you had the qualities that really make men, all the clothes and things that you need would flow in to you."

The one barometer of good business is the educational level, the culture level; and when I say "culture level," I mean your pulpit and your lecture platform. What did we do when the depression hit us? We said that the children could stop music. We said that Chautauqua would have to cease. We said that the lecture platform would just have to be cut out. We said that the buying of books would have to end. We said the painting of pictures and the writing of poetry would have to cease. We said that the church budget could be cut in two, that the Y.M.C.A. and the Boy Scouts and the other great agencies could be cut down, and then at last—maybe not last but first—we said, "This question of the spirit of a teacher—it can live on half of what we have been paying it, and the schools can live on less." Therefore we killed the goose that laid the golden egg, at the very beginning of the depression.

Let us go back in this age, this hour, this time when we are faced with the fact that we must have defense. Let us go back in this hour with something more that we got in Atlantic City and say that if there is to be continuous prosperity in the years to come, then this educational budget must be provided for. And let us go deeper than that and say to the teacher and the businessman, "Let us do better teaching and not think in terms of what we are getting for teaching but of the boy."

A little boy ran up on the running board of my car, "Book for sale! Only a penny."

I said, "What book have you got there for a penny?"

He looked up and said, "Mr. Sutton, I ain't got but three."

I took the three, and they were Matthew, Mark, and Luke. I told my wife, "I am going to read the Book of Matthew thru as if I had never heard a sermon of Jesus or religion and I wanted to see what the man is talking about."

She stayed thru the Sermon on the Mount and said that was all she could take in one night, but I read it thru and then did the same thing with Mark, and the next night with Luke. When I laid it down I said, "What was this man? What impresses you about this man?"

I forgot all about the theology and the things I had heard preachers say. There was one thing that came home to me, one little thing. Here was a man that never met an unimportant person. It did not make any difference whether it was a wicked man or a woman by the way, or the lepers with fingers dangling and falling off, or the little boy who came to the big preacher with a little lunch in his hand, or a baby sitting in his mother's arms. It did not matter a particle whether it was a rich young man that he might have scorned in order to have stood in with the hoi polloi, or a Nicodemus, the great researcher coming at night—every last one of them meant something to this man.

When the school superintendent and the men of this country who believe in education believe that the blackest pickaninny or the most insignificant girl or boy is a part of the great American personality to be developed—which is the "Kingdom of God"—and is willing to teach that to businessmen, that they may thrive and we may all succeed, that more taxes may come in, more wants be filled and more aspirations stirred—when you think in terms of people instead of things, then indeed and in truth the Kingdom has already come.

GENERAL SESSION

THURSDAY MORNING, FEBRUARY 27, 1941

EDUCATION AND OUR NATIONAL DEFENSE

BEN G. GRAHAM, SUPERINTENDENT OF SCHOOLS, PITTSBURGH, PA.

When preparation for national defense became the most pressing problem before the American people in the spring of 1940, measures were taken, under the leadership of John W. Studebaker, United States commissioner of education, to determine what could be accomplished by the public schools in contributing to preparedness. It was apparent that one of the worst bottlenecks in industry was obtaining skilled men for defense industries. Prior to the First World War many of the skilled mechanics in America came from Continental Europe and the British Isles. This source of skilled mechanics was cut off by the war and, when immigration quotas were applied after the war, the number reaching America was greatly reduced.

At that time there began a rapid growth of vocational schools thru the influence and help of the Smith-Hughes Act of 1916. Industries initiated or continued apprentice training but our chief source of skilled mechanics for

the last twenty years has been the vocational school. When the peak of the depression was reached in 1933 most of our industries reduced their apprentice training to a skeleton force or eliminated it entirely because of its cost. However, from 1933 to 1940 most skilled mechanics in the United States have been given their training in our vocational schools.

In May Mr. Studebaker presented to the Administration an analysis of what the public schools could do in training men for industry, and Congress appropriated money for that purpose to be distributed thru the Office of Education and the several state departments of public instruction. By early July the vocational schools swung into action and were working day and night training thousands of men in the required skills for industrial employment. This program has continued with success. By January 1, 1941, 335,000 men had been trained or were in process of being trained.

The most important contribution which public education can make to our national defense is not training men for industry, important as that is, but in building the morale of our young citizens. When democracy is threatened, the thing that supports and sustains our people is the faith in a democratic way of life and the spirit of the people which unites them solidly behind the political, military, and economic measures necessary for our protection and the continuance of our way of life. No better example can be found in modern history than the defeat of France and the success of England to date, each brought about by the spirit of its people. The spirit of national unity, which is the expression of our morale, is determined largely by our emotions and a dynamic patriotism inspired by a love for American ideals. In developing our emotions, patriotic songs, the salute to the flag, and the presentation of the colors in assembly exercises are tremendously important in training elementary and high-school students.

Our whole program of social studies must be directed toward teaching what is right with America rather than what is wrong, if we propose to develop a true faith in our democracy. For twenty years much of our writing, teaching, and preaching has been in the direction of peace until we have come to think of democracy and peace as practically synonymous. This is a natural result of the World War which was fought "to make the world safe for democracy." In the hearts of all democratic peoples there was built the hope of world peace, but the events of the last ten years in Europe have so menaced the continuance of our democratic institutions that no longer can we continue to teach democracy and peace. Rather, we should emphasize democracy and strength in order that the democratic way of life may be protected and preserved in the hope that, thru strength, world peace may eventually be found.

Since 1920 there has developed a cult of teaching in history and social studies for the purpose of "debunking" history and of examining with microscopic analysis all the mistakes which have resulted since our Republic was founded. This emphasis upon our failures tends to shake the faith of young people in the democratic process and to develop cynicism rather than faith. Young people react to overemphasis on national shortcomings as a child does to constant criticism from parents. A child's development is

harmed seriously if parents continually find fault with him and fail to recognize and praise his good points.

If young people are to develop a faith in the democratic way of life they will do so because we have dwelt upon America's successful achievements and not upon her errors and faults. I do not mean that we are to ignore our economic, social, and political problems. I want to see the building of a faith that these problems can be successfully solved in a democracy—faith that is strengthened by what we have accomplished thru a free government since the Republic was founded in 1789. There are so many things which will give a sense of faith and security in the democratic process if we will but take the time to teach what is right with America.

As a boy in high school and college, I was taught to glorify the culture of Europe while the culture of America was almost completely ignored. This, I think, is the wrong approach. I believe that culture is more widespread in America today than in any other nation of the earth; it has become the common heritage of all our people. This country has more than 250,000 schools where music and literature are available to all our youth. Our young people should know that the greatest monument to any composer has been built in this country to the memory of Stephen Collins Foster whose songs are sung not only in America but in every civilized country of the world. They should know that other composers are producing music here today which may become as well known as that of Mozart or Wagner. Young people in America have more opportunities to study, write, and compose than they would have anywhere else in the world.

I want them to know and appreciate the great artists of Italy, France, Germany, and England, but I want them to know and love also the pictures of Sargent, Whistler, Mary Cassatt, the murals of Alexander, the statues of Augustus Saint Gaudens and Lorado Taft, and the paintings of Grant Wood, Benton, and Hopper. These artists mean more to us, perhaps, than any other artists in the world because they interpret and express for us this free American life which we know.

In college I learned about the poetry of Goethe, Schiller, and Wordsworth but little about the great American poets, Emerson, Longfellow, Whitman, Poe, Lowell, Bryant, and Whittier. Since then I have come to see how much these American poets mean to me because they sing of this American life and they express far better than I can hope to do that spirit which is America.

Our young people should know that great historians have written of this America—Bancroft, Prescott, Motley, and Parkman. A short time ago, when the monument to James Fenimore Cooper was dedicated at Cooperstown, William Lyon Phelps stated that Cooper's novels had been translated into more languages than those of any other writer and were read more widely than those of any novelist of the world. We love the novels of Scott, Thackeray, and Stevenson, but we should not forget America's William Dean Howells, Henry James, and Sinclair Lewis. Nordhoff and Hall's adventure stories like *Mutiny on the Bounty* are as thrilling as Stevenson's *Treasure Island*. American writers have given us the short story which has

been imitated thruout the world. Our inventors have given us the motion picture, a form of art which is influencing profoundly our American life and that of other countries.

The progress of civilization in America has been influenced mightily by the improvement of health thru sanitation, and we have not been selfish with what we have discovered. Thru the Rockefeller Foundation we have carried the results of scientific discoveries into the far places of the world. I want our boys and girls to read Doctor Heiser's *American Doctor's Odyssey* and learn what has been accomplished in the Philippines and other sections of the Far East thru the elimination of dread diseases, improvement of nutrition, and sanitation.

In this free country of ours one of the greatest advancements has been made in medical discoveries. Anaesthetics have made possible operations with an elimination of suffering which has contributed tremendously to the improvement of the health of our people. Dr. Walter Reed and the men associated with him pioneered in the elimination of yellow fever. Some of them even gave their lives. As a result, our country and the countries of South and Central America were freed from the scourge. Stamping out this dread disease made possible the building of the Panama Canal. The greatest medical library in the world is the Army Medical Library in Washington. Brain surgery, under the leadership of Doctor Cushing, is another milestone in our advancement. Our training in medicine, in surgery, and in nursing leads the world today.

The greatest research laboratory for the application of chemistry to industry is the Mellon Institute. Year by year discoveries are made in this great laboratory and others thruout our country which have had tremendous influence not only upon our life here but in countries elsewhere. For example, the uses of cotton seed have advanced to a point where the value of the byproducts is greater than that of cotton fibre itself. Saccharin, celluloid, aluminum, calcium carbide, vulcanization of rubber, synthetic resins (bakelite), artificial graphite, pyrex glass, duco type lacquers, rayon, and nylon are just a few of the contributions which this free America has made thru our discoveries in chemistry.

The greatest engineers of the world today are the engineers of America. The Panama Canal, Boulder Dam, Bonneville, the San Francisco-Oakland Bridge, the Pennsylvania Turnpike, the Holland Tunnel, our electric light and power systems, radio, and television are a few of the engineering feats which this free America has given to the world.

In industry and commerce we lead the world today. Altho our population, 130,000,000, is only about 6 percent of that of the earth, in our short span of national life from 1789 to date we have produced 25 percent of the inventions of the world including the steamboat, reaping machine, telegraph, telephone, sewing machine, typewriter, phonograph, incandescent lamp, and airplane.

Then I want our young people to realize that our leadership has brought upon us the greatest responsibility of any nation of the world. Today we have 80 percent of the world's gold. We produce about one-third of the

coal, about one-third of the copper, over one-half of the corn, almost one-half of the cotton, about one-fourth of the lead, over two-thirds of the motor cars (passenger cars, trucks, and buses), almost one-half of the petroleum, about one-third of the pig iron, nearly one-third of the steel (ingots and castings), almost one-fourth of the tobacco, and almost one-third of the zinc. With these natural resources, with our great industrial development and our widespread education, we have come into a position of worldwide leadership and responsibility which is the greatest challenge our nation has ever faced.

Since we have accomplished so much as a free country in the democratic way of life, then should we not have faith that we can meet this challenge? No matter how great the responsibility nor how difficult the problem in our social, economic, or political life, it can be solved in the American way, not with bullets as in the European way but by ballots. We have had no better example of our ability to solve our problem by the ballot than in the election of last November, the greatest political struggle in our generation, and perhaps the greatest since 1860. We have since witnessed the defeated candidate, at a time of national crisis, giving his full support to the President, his late opponent, in the attempt to unite this great country of ours in support of a program in keeping with our world responsibility.

Is it not high time that in our high schools we should devote our whole program to a positive approach to American history and to our American life so that every boy and girl will come to realize that what we have accomplished could be accomplished only under our Constitution of a free government and the Bill of Rights? The positive approach to American history and social studies will eliminate the "debunkers" of American history, cast out the defeatists among our social studies authors, and make democracy and strength the keynote of our teaching. Let us teach so that our American youth will go forth with courage to defend the American way of life to the end that they will die upon their feet before they will consent to live for an hour upon their knees under the slavery of a dictatorship. In the hearts of American youth we want this faith which can be expressed best by the prayer which was written by a teacher in the Oakland, California, public schools.

A PRAYER

(By Jean Byers Medley, Teacher of the Oakland Public Schools)

Oh God, let me be an American.
But not for the name alone.
Let me feel the height and splendor of her mountain peaks—
Let me take into myself the steep ascent of ancient crag,
the nearness to the sky.
Let me look up as her mountains look up.
Give me the calm of her quiet hills.
And when I go into her cities
There let me stand in amaze
At the man-made heights of her buildings,
The architects' towering triumphs
That breathe high above the streets—
Proudly, clearly, for theirs, too, is splendor.

Let all the heights of this, my America, be mine
In my heart to make me aspire and hope.
O God, let me take into myself
The breadth of our fertile farm lands
Let me breathe into my soul the stretch of her bearing miles
The redolent orchards and grain fields
The lush green of valley and pasture!
Give me the vision of long straight rows
Leading far into blue distance!
Give me the tolerance born of the seeing—
The waiting, the seed, and the nearness to soil!
O God, drive into my veins the power,
The pulsing strength of my Country!
The millions of men—the machinery—
The crash and roar of production—
The surge of the falls and the rivers.
Of the mighty dams and constructions
The giant force of electric energy!
Let me feel the depth of the rich resources,
The oil and the rocky minerals.
Coal and the vast, deep forests.
Let it all come into me, O God,
That the flow of my life may be great—
May be high and broad and deep
As the life and the need of my Country.
Let it all come into me, O God,
That I may be an American,
Not for the name alone—
But for the hope, the vision, the power
That are deep in this, My America.

GENERAL SESSION

THURSDAY AFTERNOON, FEBRUARY 27, 1941

A CANADIAN VIEW OF PAN-AMERICANISM

COLONEL GEORGE DREW, DSO, LEADER OF HIS MAJESTY'S LOYAL OPPOSITION FOR THE PROVINCE OF ONTARIO, CANADA

PRESIDENT REED: We have as our first speaker the leader of His Majesty's Loyal Opposition. That puzzled me and I think it may puzzle you, so I asked Colonel Drew to explain the term. He tells me that he is the Wendell Willkie of Canada. He is the leader of the Conservative Party in Canada, and it just happens that the Liberal Party is now in power. We will now hear from Colonel Drew.

COLONEL DREW: I assure you that very kindly introduction did take some liberties with the facts, because while I would be only too happy to be described as the Wendell Willkie of Canada that was a suggestion which came from my description of the title rather than of myself. I do, tho, appreciate your mentioning the fact that my political role happens to be one which is officially described as "the leader of His Majesty's Loyal Opposition," and I am inclined perhaps to think that one should not be ashamed

of that, because it is a rather good thing to live in a country in which such a thing as loyal opposition is still officially recognized.

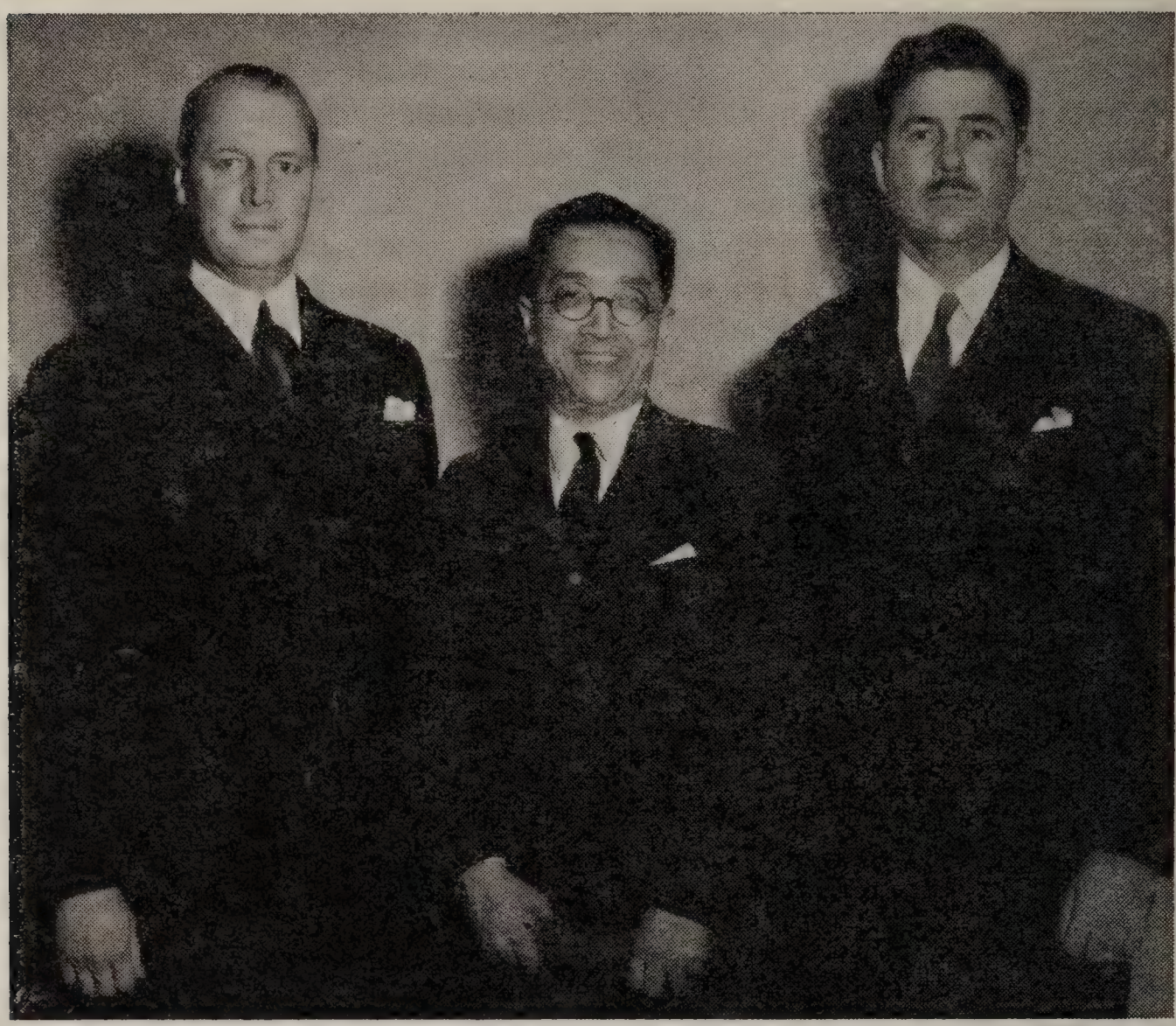
I accepted your kind invitation to give a Canadian view of Pan-Americanism with some reluctance altho I appreciated the honor. To tell you the truth, ninety-nine Canadians out of a hundred are extremely vague as to what Pan-Americanism means. On thinking it over, however, this seemed to be a good reason why I should accept the invitation. Your purpose is to foster understanding. I thought that my own predicament would only serve to demonstrate how necessary education of this nature really is.

Canada is increasingly conscious of the opportunities to expand trade with the nations of South America. We have had active business associations for many years, particularly with Brazil, where some of the largest power and transportation companies were organized and are now directed by Canadians. We sell large quantities of agricultural machinery and equipment to the nations of South America. We sell many lines of manufactured goods. We buy in return a wide line of products. But we realize that we have hardly yet started to develop the business and commercial possibilities between ourselves and those friendly nations which are still so fortunately remote from the direct impact of war. Canadians will welcome everything that can be done to bring us closer together by the radio and by other means of exchanging ideas. At a time when international misunderstanding is threatening the very structure of our civilization, I can think of no more useful contribution to goodwill in the western hemisphere than this International Conference of the School of the Air under the joint auspices of the Columbia Broadcasting System, the National Education Association, and the Pan American Union. It is a splendid beginning for a great purpose.

I think I can best contribute something to this understanding, as far as Pan-Americanism is concerned, by attempting to explain the Canadian point of view in international affairs. I will, of course, contribute nothing unless I am perfectly frank. I believe that an interpretation of what we might term our mental priorities is essential if other nations are to form any clear opinion about us and we about them. If I say little more about the nations of South America it is only because I start with the assumption that closer association is extremely desirable and that my duty and opportunity is to interpret the present Canadian point of view, while others will interpret to us the particular point of view of their own nations.

It will be recalled that no Canadian representative has yet attended any Pan-American Conference. That is not because of any antipathy to the objects of these Conferences. Far from it. But our first basis of international relationships is within the British Empire. Our second is with the United States. Our other external associations necessarily come after these.

As I stand before you, and as I meet you in our friendly discussions in other places, it is hard for me to realize that I have moved across a national frontier, and I know that those of you who move in such large numbers to our country find the same difficulty when you are there. I know of no healthier evidence of true international understanding, but the very close-



Left to right: Colonel George W. Drew and Chinese Ambassador Hu-Shih, who appeared on the "International Relations" session, pictured with Sterling Fisher of the Columbia Broadcasting System

ness, the very similarity of the way we talk, and think, and act, and the very similarity of our tone of voice and our pronunciation may in itself at times lead to some slight overlooking of the fundamentals which must be recognized in this broad expansion of the Pan-American idea.

There is still some misunderstanding about Canada's place in the British Empire. I am not suggesting that it is either universal or widespread, but since there is some I would like to refer to it. The most recent discussion of Pan-Americanism which I have read is a book by John McCulloch entitled *A Challenge to the Americans*. As this is one of the books recommended by the sponsors of the educational series of broadcasts, I thought I might well quote from it because I find that it expresses an opinion which appears to be held somewhat generally outside of Canada. I quote his words:

> As long as Great Britain is engaged in a life-and-death struggle with Germany, Canada is not likely to shirk her responsibilities to the Empire. If the British Isles succumb, however, Canada may well find comfort in a new Pan-American orientation. Even in the event of a British victory, she may find Pan-Americanism a logical course to pursue in the post-war years.

I think these words may quite unintentionally create an erroneous impression which would affect the approach by other nations to the broad subject

of Pan-Americanism as far as Canada is concerned. I cannot be too emphatic in saying that Canada is not at war because of any responsibility to the British Empire. Canada is at war because our government believed that it was our duty to go to war to preserve the ideals and the way of life we share with the other parts of the Empire. We made the choice of our own free will. We could have stayed out had we so desired. Our constitutional relationship to the Empire is exactly the same as that of Southern Ireland. The fact that Eire did not go to war makes it clear, I think, why we did. Our position could not be put better than in these words of Mr. Asquith, the war-time prime minister of Great Britain, spoken on August 4th, 1914, at the beginning of the last war.

> From Canada, from Australia, from New Zealand, from South Africa, and from Newfoundland the children of the Empire assert, not as an obligation, but as a privilege, their right and their willingness to contribute money, material, and, what is better than all, the strength and sinews, the fortunes, and lives of their best manhood.

I quote these words because they are as true of our position today as they were then. This was no mere war-time rhetoric. Our sentiment and our orientation was in accord with those words then and it is in accord with those words now.

Please do not think I am begging the question. I know there is an obvious suggestion that altho we are free to choose our course as a matter of form we are bound as a matter of fact. I repeat without reservation that we went to war because we believed it was our duty not to the Empire but to ourselves. There was no division whatever of opinion in Canada on this subject. The prime minister of Canada spoke words that were accepted without a single dissenting voice by any member of the opposition. They left no doubt about what the position was, and the people of Canada would not have accepted any other course. Any government that had not declared war could not have stayed in office.

The question may reasonably be asked, Why then has all the Empire except Eire gone to war with Germany if there is no obligation? I do not think it is difficult to understand. The self-governing Dominions do not pay one copper to the revenues of Great Britain. Their governments have as complete sovereignty within their borders as the British government has within its own. I do wish these facts would be remembered by those who speak of the vast territories owned by Britain and who sometimes suggest that these millions thruout the world are held down by some central authority. That conception is based upon a complete ignorance of the constitutional structure of the Empire and of the nations which are its components. How then is the spontaneous action by all the Dominions but one to be explained. I think it is reasonably simple. We are in fact one family. Our forms of government are exactly the same. We have the same judicial system. We accept the same democratic principles. We have lived in the same family tradition. We have been a happy family. We have had our differences of opinion such as occur in the best of regulated families. We

have not hesitated to discuss these differences frankly. But having been educated from the same books and taught to believe in the same things, it is only natural that we should all hold the same opinion about a common threat to that form of family life we have worked so hard to establish.

I appreciate the fact that our common allegiance within the Empire to one king makes it hard for some to understand how we can still have completely free choice. But the King's relationship is a direct relationship. It is not a relationship that proceeds thru the British government. He is the King of Canada just as he is the King of Great Britain, of Australia, or any other Dominion. He has no power whatever to affect the life or property of any British subject except as far as he acts upon the advice of the ministers of each of the self-governing parts of the British Empire. There is no qualification whatever to that statement.

In expressing our hatred for autocracy I know there are still some who find it difficult to reconcile monarchy with democracy. But there is no inconsistency. The King's power is absolutely limited to the constitutional expression of the will of the ministers of the different governments or of Great Britain.

If the power of the King is so limited, it may reasonably be asked why he commands such respect and devotion. To us he is the living embodiment of a great tradition. We admire and love him for his personal qualities as we admired and loved his father before him. But his position is something above personal affection. He is to us the living symbol of the British way of life for which we are fighting at this very hour.

As we pay our respects to him on the most formal occasions or during his informal visits thruout the Empire, he occupies a temporal position in relation to British people similar to the religious relationship of the head of any great religious denomination to his own communicants. The man wears the ceremonial robes of office. They are the vestments of an authority far beyond himself.

Please do not think that we have forgotten that there was a time when monarchy was held in low repute indeed in this country. When the two great branches of the English-speaking family parted company more than a century and a half ago, there were those who looked upon that event as the greatest of all tragedies and freely predicted the end of the British Empire. But the truth was that your country strengthened the Empire altho it did not seem so at the time. The shock of parting emphasized the simple democratic principles which had been for a time mislaid. The result of that temporary lapse has never been forgotten and therefore the United States played an important part in maintaining that strict respect for constitutional democracy which has so much to do with the high regard we now have for monarchy in our free lands within the British Empire. I understand sometimes how hard it is to interpret the feeling that exists between one who calls himself a British subject and who claims to be a democrat, and a democrat to the very limit, toward a King who represents that form of monarchy which at times in the past has been coupled with autocracy. Let me give you one example.

I remember vividly having dinner in one of the military clubs in London on the evening of King George V's Jubilee Celebration with a group of officers who had served in the last war. While we were still at the dinner the King spoke over the radio to the Empire. It had been a thrilling day. He and the Queen had driven thru long miles of wildly cheering crowds between double rows of brightly uniformed troops, standing rigidly at attention with their rifles, but the thing that was perhaps in all our minds was this: In all those thousands of rifles that lined the route from Buckingham Palace, by Trafalgar Square, along the Strand and Fleet Street, to St. Paul's and back again along the Embankment, there was not one round of ammunition in any one of those rifles. There was a significance to that, and that significance was in our minds.

The King and Queen were protected that day in the midst of all those millions of people gathered in London only by the affection and respect in which they were held by their people. The realization of what that meant in a world gone mad, filled all our hearts, when the King's rich voice said to us over the radio, very simply, "Remember that in the days to come you will be citizens of a great Empire." I saw tears running down the cheeks of men who carried on their breasts ribbons which bore mute testimony of the things they had done for the Empire of which he spoke. Undoubtedly we are strange people. We are supposed to be unemotional. What then accounts for such scenes as this? Why does the lonely soldier on the Khyber Pass or the sailor far at sea stand rigidly to attention, even if he is alone, as he hears "God Save the King" played over the radio? I think it is because the King symbolizes to him all those simple, honorable things for which he is prepared to give everything he has so that his children may live in freedom. The King is the living expression of British history; of our successes and our failures; of our victories and defeats; of our greatness and our weakness. He does, in fact, represent to us all the ages of British effort which have gone into the making of a democratic way of life which with all its faults we believe to be supremely worthwhile.

I have sought to convey my belief that there is in Canada an abiding faith in the future of the British Empire so that I will be better understood when I say with equal conviction that there is a deeper and closer bond of sympathy and understanding between our people today and the people of the United States than there has been at any time in our history.

We know that we are growing closer and closer together in our personal affections and in the understanding of the value of our common democratic purpose, but the reason I have taken the time to give you my impression of our own domestic viewpoint is that I believe the understanding between your great nation and ours will gain added strength if it is always remembered that we Canadians are a nation within the British Empire and not Canadians alone.

We hope that if it is so easy for us Canadians to establish such intimate bonds of friendship, it should be equally easy for that same feeling of personal friendship to be felt in equal measure toward those other British nations with which we are associated.

We in Canada are firmly convinced, and were firmly convinced long before this war began, that any measure of lasting peace and security in the world depends upon the measure of organized cooperation which can be established between the English-speaking democracies of the world.

Please do not misunderstand me. I do not mean that there would be any thought or could be any thought of excluding other nations from any plan for cooperation. On the contrary, that is where it seems to me so much can be done to increase Pan-American collaboration, by education and by exchange of ideas, but first things come first, and it seems to me that the starting point is an ever closer understanding between the English-speaking people. That seems to us to be the first step in Pan-Americanism.

I devoted the time I did to an explanation of the position of our King, and you may have wondered why I thought that came within this subject, but I will explain. I devoted that time for this reason: If his relationship to our constitutional system is clearly understood, if it is recognized that our democracy is complete democracy, with the monarchy representing a cohesive force merely as it stands for the tradition which we follow, then it becomes clear that there is no difference whatsoever between the democratic principles and democratic beliefs of the people of the United States and the people of the British Empire.

We both believe that man was created equal before God and that his welfare is the supreme purpose of the state. We both believe that democracy really means "government of the people, by the people, and for the people." We believe that to assure good democratic government there must be freedom of speech, freedom of worship, freedom of publication, and freedom of association. We believe that the individual has a right to the protection of his person and property by public trial before impartial courts. From these basic beliefs flow all our other common democratic institutions. We have, therefore, the same democratic creed. For that reason it seems only natural to us that we should come closer and closer together as the years go by.

Canadians, I assure you, have been deeply moved by the attitude of the United States during these tragic days. What you have done has been of vital importance at the most critical stage of this terrible war. What you can do in the future will be the determining factor in the battle for freedom. We know that victory depends upon the machines of war which will come from your mighty factories. But what has won our admiration even more than the material help has been the truly noble spirit in which that help has been given. We Canadians are in this struggle to the limit of our strength and to the very end, and I cannot hope to convey to you in words the affection for your country which your help has stimulated in these days. We believe that Christian civilization is the issue in this war. We believe that is the issue for which we fight. We believe we are engaged in the greatest crusade in all history. If we succeed—and succeed we will—then it will be thru your help. Freedom never had a better friend and from that friendship we hope will emerge such an inspiring example of effective cooperation between the English-speaking people that a weary world will turn with new hope to the form of democracy which made that friendship possible.

SECRETARY'S MINUTES

Atlantic City Convention, 1941

February 22

The seventy-first annual convention of the American Association of School Administrators, a department of the National Education Association of the United States, was held in the Auditorium at Atlantic City, New Jersey. Registration and exhibits opened Saturday morning, February 22, 1941.

In all, 282 firms and organizations participated in the exhibit. All the available area on the exhibit floor was occupied and about twenty-five applications were refused for lack of space. The official count made by the Auditorium guards showed that for four days, beginning Saturday, February 22, the attendance at the exhibit hall was over 11,000 persons daily.

On the Musicians' Balcony, overlooking the exhibit hall, a Service Center was maintained by the National Education Association during the period of the convention. Staff members were in attendance for conferences and interpretations of N.E.A. and Department activities. Another attractive display on the Musicians' Balcony was presented by the Safety Education Projects sponsored by the Research Division.

February 23

The opening Vesper Service was held in the ballroom of the Auditorium on Sunday afternoon. The address, entitled "The Citizens of Tomorrow," was delivered by the Reverend Ralph W. Sockman of New York City. Appropriate music was provided by the Favorita String Quartette of Philadelphia and by the Hampton Institute Quartette.

A capacity audience attended the Sunday evening concert of American music presented by Henry Hotz and his Madrigal Singers and by Jeno Donath and his orchestra.

February 24

"To Provide for the Common Defense: To Promote the General Welfare: To Secure the Blessings of Liberty" was the convention theme selected by President Carroll R. Reed. At the general session Monday morning, United States Commissioner of Education John W. Studebaker, Governor Harold E. Stassen of Minnesota, and Professor T. V. Smith of the University of Chicago emphasized the fact that the tragic march of recent world events has set for America the great task of making the nation strong. If the nation is to become progressively stronger in any lasting sense, American education must: (a) contribute effectively and immediately to the vocational ability of the present and future workers of the nation, (b) develop a moral and spiritual preparedness capable of facing unflinchingly the difficulties ahead, and (c) create a citizenship that understands not only the basic concepts underlying democracy but also the method of implementing the actual functioning of a government of free men.

During the mid-day intermission there was shown in the ballroom of the Auditorium a new documentary film entitled "The Last Stronghold." Portraying actual scenes during the past twenty-seven years, the film emphasized in graphic form the part that every American plays in national defense.

At eleven well-attended group meetings of the American Association of School Administrators on Monday afternoon, current educational problems were vigorously discussed. Similar groups met again on the afternoons of Tuesday and Wednesday. Among the topics discussed were: Military Training and the Schools, Opportunities for the Rural Child, Developing an Effective Health Program in the Schools, Adequate Financial Support for the Schools, Meeting the Problems of Modern Youth, Selection of Textbooks, and Our Relations with South American Countries.

February 25

At the business meeting on Tuesday morning, nominations for officers were as follows: For second vicepresident, Worth McClure, superintendent of schools, Seattle, Washington; and Mark A. Smith, superintendent-elect, Bibb County Schools, Macon, Georgia. For member of the Executive Committee for four years, Hobart M. Corning, superintendent of schools, Omaha, Nebraska; Otto W. Haisley, superintendent of schools, Ann Arbor, Michigan; Jordan L. Larson, superintendent of schools, Dubuque, Iowa; and Stanley H. Rolfe, superintendent of schools, Newark, New Jersey.

On Tuesday evening the members of the American Association of School Administrators and of the National Education Association were guests of the Associated Exhibitors at a program in the arena of the Auditorium. President A. M. Stonehouse of the Associated Exhibitors announced that the recipient of the American Education Award for 1941 was Frank P. Graves, commissioner of education for the State of New York from 1921 to 1940. President Carroll R. Reed paid tribute to Mr. Graves for his scholarship, leadership, and statesmanship. A brilliant program of music and entertainment followed the presentation of the Award. Gladys Swarthout, star of the Metropolitan Opera Company, sang two groups of songs. The Quiz Kids of radio fame appeared in person and delighted the audience with their clever responses to puzzling questions. The National Broadcasting Company Orchestra, under the direction of Harry Meyer, furnished instrumental music.

February 26

"Education for Family Life" was the theme of the Wednesday morning program. Members of the commission which prepared the 1941 yearbook on this topic were platform guests. Dean E. W. Jacobsen of the School of Education at the University of Pittsburgh, chairman of the Yearbook Commission, presided. By means of song and beautifully spoken words, the finer values of home and family life were portrayed. The hearts of the audience were deeply stirred by this part of the program which was presented by the Heinz Memorial Chapel Choir and the Drama Department of the University of Pittsburgh.

Next, President Aurelia Henry Reinhardt of Mills College, California, spoke on the theme "The American Home and American Education." The program concluded with a preview of an actual broadcast entitled "And By the People," presented over the Red Network of the National Broadcasting Company on March 8. The script of this program was inspired by the 1941 yearbook on *Education for Family Life*.

On Wednesday afternoon, preceding the discussion group sessions, several British war films were shown in the ballroom of the Auditorium. The films were sponsored by the British government and were prepared primarily for home consumption with a view to building morale among the English people. They gave an excellent picture of conditions existing in Britain today.

The Detroit Schoolmen's Club Chorus, consisting of about forty men from the teaching force of the Detroit public schools, furnished music for the Wednesday evening session.

February 27

President Reed announced that, by vote of the Executive Committee of the American Association of School Administrators, honorary life memberships had been awarded to former Commissioner of Education Frank P. Graves of the State of New York and to Professor Emeritus Frank E. Spaulding of Yale University.

The report of the Committee on Resolutions was presented by Superintendent H. H. Eelkema of Duluth, Minnesota. It was accepted without amendment. The resolutions are printed in full elsewhere in this report.

Superintendent Paul Loser of Trenton, New Jersey, chairman of the Board of Tellers, reported the election of Superintendent W. Howard Pillsbury of Schenectady, New York, as president for the year beginning March 15, 1941; Superintendent Worth McClure of Seattle, Washington, as second vicepresident for one year; and Superintendent Stanley H. Rolfe of Newark, New Jersey, as a member of the Executive Committee for four years.

Superintendent Milton C. Potter of Milwaukee, Wisconsin, presented to President Carroll R. Reed a past-president's key as a token of appreciation for his services.

At the afternoon general session there was distributed a 32-page booklet which gave a complete official summarization of the general sessions, discussion groups, and other convention activities. This summary was prepared by a committee of about twenty educators. Assistant Superintendent Henry H. Hill of the St. Louis public schools was chairman of the committee, and Director Frank W. Hubbard of the Research Division of the National Education Association was secretary. Copies of the summary were mailed from Atlantic City immediately after the convention to all members of the American Association of School Administrators.

SHERWOOD D. SHANKLAND
Executive Secretary

RESOLUTIONS

REPORT OF THE COMMITTEE ON RESOLUTIONS

Adopted February 27, 1941

The Schools for the Nation

The rise of governmental philosophies hostile to the whole conception of freedom and individual rights and the attempt to extend these philosophies by treachery, threat, and force, imperil the continuance of our way of life.

No American institution has exerted a more constructive and widespread influence thru the years in the preservation of American democracy and the free institutions of this country than the public schools. In behalf of these schools, the American Association of School Administrators reaffirms its faith in basic American principles. It opposes unalterably all ideologies and systems of government which are subversive to these principles.

The Association gives wholehearted approval to the policy of the United States government in furnishing to those nations which are now resisting the ruthless aggressions of totalitarian nations, the fullest material assistance consistent with our own ultimate safety.

Again the schools dedicate themselves to their task of increasing the understanding of our fundamental ideals of government and of life. They dedicate themselves to enlarging appreciation of the high privileges of American citizenship and of the obligations which that citizenship entails. These ends they seek both thru the study of our historic foundations and thru providing opportunity to students for practice in the democratic processes.

Now, more than ever, it is imperative that the schools play an active part in keeping open the channels of truth and in teaching young people to know and to seek these channels. The schools must preserve the vital distinction between intelligent analysis of propagandist doctrine on the one hand and morbid states of sterile skepticism and negation on the other. Emphasis must remain on positive faith in the American way of life.

The schools pledge themselves to continue the full use of all their facilities to meet defense training needs, needs to which they have already promptly responded.

The schools seek to make their service more effective thru further development of health, guidance, and occupational programs for youth both in and out of school.

The schools have always been a great stabilizing force in the life of the nation. They must, in this time of crisis especially, consecrate their efforts toward preserving thru dangerous and troubled years a spirit of unity, unselfishness, endurance, and goodwill. They must continue to exalt the blessings of liberty and of a free and civilized order as the ultimate goal, no matter what the immediate measures by which the nation may determine that these blessings can best be maintained.

Recognizing that a basic and comprehensive educational program takes on increased importance in a time of national emergency as a means of

preserving the American tradition, the public schools pledge themselves anew to the maintenance and extension of adequate educational opportunities for all.

The Nation for the Schools

The rights of the coming generation must not be sacrificed in meeting the present emergency and educational opportunities for the youth of the nation must be preserved.

If the schools as an important line of defense are to perform their tasks for the nation they must have adequate financial support.

This Association urges that present local and state appropriations for the general support of the schools be continued without curtailment.

For normal as well as emergency needs, the Association recommends that the Congress adopt a plan of federal aid for an equalization of educational opportunity thruout the nation, such federal aid to be administered thru the United States Office of Education and the state departments of education.

For the emergency needs of the defense program this Association recommends continued and augmented provision by the federal government for new construction, equipment, and teaching service for training in the defense industries.

The Association recommends that to meet immediate and pressing emergency conditions, special federal appropriations of funds be made to those communities in which school enrolment has been significantly increased by the influx of families of service men and of workers in the defense industries.

The Association recommends that all programs of public education be controlled and directed by the regularly constituted educational authorities.

Appreciation

The American Association of School Administrators commends United States Commissioner of Education John W. Studebaker for his untiring efforts and professional leadership in securing for the public schools of the nation active and increasing participation in the national defense program.

The Association commends the Educational Policies Commission for its splendid work of formulating policies for American education.

The 1941 convention of the Association commends with deep appreciation the leadership of President Carroll R. Reed.

We also extend to the Atlantic City public schools, the board of education, and the local convention organization our thanks for the gracious hospitality extended by the entire community to the 1941 convention of this Association.

To the local and national press, the Columbia Broadcasting System, the Mutual Broadcasting System, the National Broadcasting Company, and all other agencies of public information, we record our gratitude for intelligent and generous cooperation.

H. H. EELKEMA, *Chairman,*
Committee on Resolutions.

American Association of Teachers Colleges

HISTORICAL NOTE

The American Association of Teachers Colleges, *a Department of the National Education Association, takes the place of the Department of Normal Schools, which was formed at the Cleveland meeting, August 19, 1870, by a reorganization of the American Normal School Association which had been organized in 1858. See* proceedings, *1870:176; 1906: 524. In 1924 it was voted to appoint a committee to discuss the possibility of combining with the American Association of Teachers Colleges. See* proceedings, *1924:614. In 1925 the combination was effected.*

The officers of the Department for the year 1941–42 are: president, *George A. Selke, President, State Teachers College, St. Cloud, Minn.;* vicepresident, *Leon R. Meadows, President, East Carolina Teachers College, Greenville, N. C.;* secretary-treasurer, *Charles W. Hunt, Principal, State Normal School, Oneonta, N. Y.;* executive committee, *H. L. Donovan, President, State Teachers College, Richmond, Ky. (term expires 1942); W. J. McConnell, President, North Texas State Teachers College, Denton, Texas (term expires 1943); W. W. Parker, President, State Teachers College, Cape Girardeau, Mo. (term expires 1944).*

The Department publishes a yearbook. The annual dues, $50, are payable to the secretary-treasurer.

ATLANTIC CITY MEETING

IN THE FOLLOWING PAGES appear papers from the Twentieth Yearbook of the American Association of Teachers Colleges, which may be obtained from the secretary, Charles W. Hunt, State Normal School, Oneonta, New York.

CHANGING SOCIAL AIMS IN THE EDUCATION OF TEACHERS

FRANK E. BAKER, PRESIDENT, STATE TEACHERS COLLEGE, MILWAUKEE, WIS.

Obviously there are two distinct parts to the theme which can best be indicated by two questions. What are the changing social aims that affect the education of teachers? How shall these new aims be met?

Changing Social Aims

The changing social aims are a product of a worldwide social movement that has shaken the structure of civilized society to its very foundations. In searching for the cause of the violence and the far-flung wars that have so disrupted our social structure, it is necessary to go deeper than the ambitions of any nation or any particular individual. The dictators are not the primary cause of these changes; they are only taking advantage of them. While they have aggravated all the evil tendencies of the changes and harnessed the moving forces to their own base ends rather than to the making of a better world, nevertheless, fundamentally they are the products rather than the cause.

Civilized society is on the move and will never be the same again. The violence and the wars are the inevitable results of these fundamental movements. When deep-seated movements take place in the crust of the earth, volcanoes and earthquakes result. In the same way, deep-seated changes in our social structure produce social tensions that result in violence and organized warfare.

The changes have not gone far enough as yet to crystallize into definite aims. Nevertheless, it is possible to determine the broad direction of the changes and so formulate in a general way their effect in producing new social aims.

One result of these world-shaking changes is perfectly evident. They have already resulted in and will produce further necessity for increased governmental control of all our social processes. Modern industrialized and specialized society is of necessity much more interrelated than a simple agricultural society, and these interrelations create the necessity for greater governmental control. Whether we like it or not, increased governmental control is bound to come. It has already arrived in a large part of Europe and the tendency is perfectly evident in America, where the necessity for it is just as apparent. Man has always been a social animal. In the frontier period of American history social relations were often wholly a matter of choice and not of necessity, but in an interrelated, industrial society no family and no group can be

wholly self-sufficient. Far-reaching governmental control has become a social necessity and not a matter of choice.

This increased governmental control brings about one of the serious dilemmas of democracy; namely, the dilemma between socialization and freedom. Can a democratic society accept these greater governmental controls and preserve the individuality of its members? The dictators would answer that question by an exclamation, about the equivalent of "Rubbish!" To them the very idea of individual freedom is a proof of social decadence, an admission of the loss of virility, and an evidence of individual softness produced by social degeneration.

Probably all of us in America would admit the first thesis; namely, that increased governmental control is a necessity. Many are not ready to grant that this increased governmental control must result in a planned economy; in fact, the very phrase "planned economy" is anathema to them. But again, it is bound to come. Practically all Europe has already turned to a planned economy, and in America, the defense emergency is carrying us rapidly in that direction. There is plenty of reason to believe that the planning which is necessary for the war emergency will be just as necessary in the emergencies that will follow the war; in fact, the best thinkers on contemporary politics are convinced that the nations of the future will be based primarily on economic rather than on political principles.

Obviously, a planned economy requires greatly increased governmental control, and this brings a more serious dilemma: Can a democracy adopt economic planning and survive? In brief, the necessity of planning our economic life brings us face to face with a choice of alternatives. Either America must accept a fascist, dictatorial form of government or go wholly democratic.

As before stated, practically all Europe has adopted economic planning as a necessity of the social changes taking place, and in practically all Europe, except Great Britain, the economic planning is being administered by a dictatorial government which is either fascist or communistic.

Granting this half of the thesis from the evidence of contemporary history, some will question the other part; namely, that the other alternative is to become more wholly democratic. What I mean by this alternative simply is that economic planning can be administered democratically only by a people who have become socially intelligent, morally responsible, and convinced from the evidence in their own social environment that democracy is worth preserving. In other words, if economic planning is to be carried out democratically, it can be accomplished only by people who are sufficiently intelligent socially to see the implications and meaning of our interdependent life and who have been able to make democracy so efficient in promoting the common welfare that they have developed a deep faith in it.

As between the fascist or communistic way on the one hand and the democratic way on the other, it is the considered judgment of the writer that America will choose the democratic way. That this choice will have some deep implications, both for our social aims and for the type of education set up to meet them, is apparent. In the first place, this choice means an

increased respect for the individual personality, a higher regard for the common man, and a determined purpose to promote his welfare.

There are some facts in contemporary history that lend encouragement to the idea that a nation can adopt economic planning and remain democratic. Sweden and Norway had gone a long way in that direction and had remained politically democratic. If I recall the evidence correctly, the people of Sweden owned and controlled, thru the agencies of the state and the cooperatives, approximately 60 percent of the productive resources of the country and yet had retained their political democracy.

The only encouraging outcome of the Second World War to date is that England as a matter of emergency has adopted economic planning and has remained politically democratic. Previous to the war, England was a political democracy only. It had little either of social or of economic democracy. The Englishman took great pride in his King and his Parliament as guarantors of his political freedom. Nevertheless, the common people of England accepted and cherished deep class distinctions and allowed these class distinctions to raise barriers to equality of economic opportunity. As an Anglican clergyman once stated, "We in England have our political democracy, but we recognize that there is common work to be done and we keep people in their places to do this common work, the accomplishment of which has nothing to do with equality of educational opportunity." But one of the encouraging outcomes of the war is that England will never again maintain a class of people to do its common work, for England has apparently learned that her strength resides not in her aristocracy, but in the worth and dignity of the common man. If this is true, the English people will demand that educational opportunity be extended to all classes and that neither birth nor social position shall be a bar to admission to the opportunities of higher education.

England did not learn that in any one event. It came in the splitting reports of shattering bombs, in the glare of burning shrines, in the dust of falling walls, in the sight of toiling millions emerging from their underground shelters to go to their daily toil in shop and store and public service.

If it came to them more powerfully in any one event than in any other, it was in the saving of the English army at Dunkerque as described by Dorothy Thompson, a picture the details of which have been abundantly confirmed by other observers. At Dunkerque, England lost one war but saved her army, and in doing it learned a lesson that may save Britain. It was not Lord Gort or the titled generals who saved two hundred and fifty thousand English soldiers trapped in a narrow triangle, surrounded on two sides and harassed overhead by the Nazi blitzkrieg, at bay under a blazing sun on a sandy shore. Dover Strait became spotted with craft—row boats, sail boats, fishing smacks, and trailing scows, manned by men, women, boys, and girls—anyone who could pull an oar, swing a sweep, furl a sail, or run a motor; they came by hundreds and thousands and carried two hundred thousand soldiers across the thirty miles of water to their English homes. If England has learned this lesson, she will never again keep the members of one class in their places to be exploited by a supposedly higher class.

That England has learned this lesson and is demanding wider economic and educational opportunities is indicated by the results of the Malvern Conference of the Church of England, held under the direction of the Archbishop of York from January 7 to 10 of the present year. At that conference, attended by more than one hundred bishops and addressed by members of Parliament and others high in the governmental service, this astonishing program was adopted:

For society:

1. A European commonwealth of nations
2. Reorganization of world trade on a basis of need rather than of private profit
3. Reorganization of industry in terms of human values
4. Elimination of private ownership of natural resources.

Implications for Education

The implications of these social tendencies in the education of teachers are fundamental. As a first step they indicate that in the selection of people to be educated as teachers we must give much more attention to social attitudes and that our most important criterion shall be a deep faith in human nature and an intense desire to promote the welfare of the common man.

Some may question the possibility of applying such a criterion, but with close relations with the secondary and elementary school, thru the use of more extended and meaningful records, it should be and is possible to select people who have indicated a tendency to place human values above more material values. A high school that has adequate guidance and personnel staffs should be able to select those people who believe in the possibilities of human improvement and whose ideals of life lead them to measure its values more in terms of service than in terms of material accumulation.

A second implication of these tendencies is that we must give more attention to the social studies than we have in the past. The need for this change of emphasis is more apparent in the light of the historical fact that the great extension of educational opportunity at the beginning of the nineteenth century was quantitative rather than qualitative. The democratization of education that occurred the first part of the nineteenth century consisted largely in an extension of an aristocratic type of education to more people. It failed to so democratize the quality of education as to adapt it to the needs of the common people.

This need becomes clearer when we consider the two fundamental functions of education; namely, the molding and the enlightening. Both are necessary, but both should be used only after critical examination. The heritage of the past is important but not all of it has any function in modern education. Only those elements should be selected that do function. In the same way it should be emphasized that only those elements in contemporary life that would seem to be helpful in maintaining the present culture or in building a better culture should be used.

It is significant that fascism uses education with a vengeance, but only the molding function. But the molding function, in the hands of Fascist and Nazi

educators is concerned not with the heritage of the past but only with the framework of naziism or fascism.

Our failure to use the enlightening function of education either intelligently or adequately accounts in part at least for the great gap between our achievements in the natural world and our accomplishments in our social environment. As someone has said, "From the standpoint of invention and material achievement, we have our feet in an airplane, but from the standpoint of our social environment we still ride in an oxcart." Thru the use of the enlightening function this gap between our material and mechanical progress on the one hand and our social progress on the other must be bridged.

Another implication of the aims set up is that we must have a different type of history. In a thoughtful article published in the January issue of the *Rotarian,* Will Durant has raised the question as to whether or not man is capable of improving his way of life, and then points out that the answer in the evidence of traditional history is disheartening indeed. From an examination of the records of history—its governments, wars, and political troubles—he points out that the answer to the question seems to be negative. But a penetrating examination of the things that lead to a raising of the standard of life is more encouraging. But these achievements are almost all the achievements of the common man.

This leads to the inevitable conclusion that history has dealt too much with rulers, dynasties, and political systems and too little with the achievements of the masses of people. The history of the future will deal more with such commonplace things as the conquest of hunger, climate and distance, the domestication of animals, the agricultural revolution, the discovery and refinement of the basic food products, and the development of the moral and esthetic senses. In other words, the history of the future will deal more with those homely things that have made the life of the common people richer and better, and much less with political manipulation and dynastic intrigue.

The fourth implication is that in the education of teachers we must develop social understanding, which can be brought about only by experiences in social situations. Social understanding cannot be achieved thru a theoretical study of the social organism. It can be taught only thru actual experiences in community living, in industrial achievement, and in cooperative thinking.

In reshaping our programs for the development of social intelligence, all teacher-educating institutions may well study the program of the Chicago Teachers College, which is based on a theme of emphasis for each semester. In rough outline, the emphasis of the first semester is placed on orientation to college life. The second semester is centered around the development of an understanding of community resources. During this semester, students are given assignments that bring them into contact with the various social service organizations, racial groups, industrial and commercial enterprises, and civic responsibilities.

The center of interest in the third semester is social environments of children whom these students will later be called upon to teach. Thru these

assignments they become acquainted with the homes, social centers, sources of family income, housing, churches, and various other influences that mold family life. The center of interest in the fourth semester is preschool assignments that will acquaint the student with the schools in which the children of Chicago are taught.

The center of interest during the fifth semester is more theoretical, consisting in the development of methods and technics of teaching.

The sixth and seventh semesters are devoted primarily to practice teaching and the eighth semester from a professional standpoint is devoted to a unification of thinking in the field of theory.

For those institutions that are more limited by academic requirements than is the Chicago Teachers College, the plan of the Ohio State University is probably more practical, but again most state teachers colleges will find difficulty in adopting this plan because of limitations of schedule. Taking advantage of the fact that public schools begin three weeks before the opening day at the university, the School of Education at Ohio State University has succeeded in enlisting on a voluntary basis a large part of the sophomores enrolled in the School of Education in community and school experiences either in their home districts or adjoining school districts. Thru cooperation with the school authorities of these districts, students are permitted to secure three weeks of intensive study in school and community affairs in an assigned district. They are required to keep rather elaborate records of these experiences, which are used later in seminar courses to develop group attitudes on professional and social problems.

The faculty of one teachers college is making an inventory of the various types of employment now being engaged in by the members of its student body. When the inventory is in, typical examples will be selected and the students engaged in them will be invited to keep diaries of their experiences, to be used later as the bases of seminar discussions in sociology, economics, and education.

By some such methods as these, we must vitalize our instruction in social and economic problems. Certainly we can no longer depend on book courses for the development of social intelligence and responsibility in teachers.

The necessity for greater social intelligence on the part of members of American democracy and the great difficulty in achieving it become apparent on comparing the obligations of citizenship in the frontier period of history with those of today. Then participation in democratic citizenship consisted largely in the selection of competent and honest officials to perform the simple functions of government. Today the citizen must do this and much more. To vote intelligently, he must understand such complex problems as the relation of technology to unemployment, the relation of wages and prices to purchasing power, the control of production, and the fairness of the different types of taxation.

A fifth implication is that teacher-educating institutions must carefully examine their programs of general education with the purpose of finding how these programs can be changed to better meet the needs of prospective

teachers. That there is need for change is indicated by the general dissatisfaction with the traditional liberal arts programs.

While I hesitate to further labor the overworked word "integrated," it expresses an idea that must lead to reconstruction of the general education curriculum of teacher-educating institutions. Certainly the program consisting of unrelated courses, designed more for specialization than for understanding, has failed to produce social intelligence.

For a period of eight years I have taught, each semester, a course in civilization in which the enrolment has averaged more than fifty. The personnel has been far above the average of college freshmen in intellectual curiosity and mental ability. I made it a practice as I came to items in the field of the natural sciences that have had a large influence on social progress to try to determine how far the integration between the natural sciences and their social implications had been made. Invariably, approximately one-half the members of each class had had secondary physics and almost invariably these students had mastered the optical principles involved in the microscope. But seldom did I find a student who had ever been led to see the tremendous social contribution of the microscope in the conquest of disease. These same students had been taught the recent discoveries in atomic physics but never had one been led over into the field of metaphysics to see the implications of these discoveries on the nature of force and matter. Not only must we have teachers of physics who are broadly enough educated to become at times teachers of the social sciences and seers in the realm of metaphysics but we must so construct our curriculums that by their very setup, this type of integration will be stimulated and made easy.

A sixth implication is that the teacher-educating institutions must pay more attention to child development. During the last decade the child development centers of America have accumulated vast stores of knowledge about the physical and mental growth of children. To date, this information has to a large extent remained dormant as far as the education of teachers is concerned. The time has come when this scientific knowledge must be synthesized and made available for use in the education of teachers, but the teacher-educating institutions cannot wait for that synthesis to occur and its results made available. They must immediately develop a type of experiences in our teachers colleges that will lead prospective teachers to become at least conscious of how children behave and why they behave as they do, how they learn best, and why learning takes place better in one environment than in another.

All of us would do well to study the processes of a modern nursery school and transfer the technics based on the psychology of these children to the higher grades. Certainly all our child study must be based on actual experiences with children in the classroom, on the playgrounds, and as far as possible in their homes. Book psychology has failed to function in the education of teachers and probably it is safe to say that it has not functioned to any great extent in solving human problems in other fields. Psychology has failed, in part at least, in its human mission and greatly needs a prophet or a seer to do for it what Einstein has accomplished for Newtonian physics.

The most profound implication of our changing aims is that we must create in the teachers colleges an atmosphere that will permit students to develop and maintain the integrity of their individual personalities. What I shall say in regard to this applies to every citizen in democratic America, but it applies particularly to teachers. If we who believe in the democratic way of life will insist on the maintenance of the integrity of our own personalities, democracy will be safe. In a society in which each individual treasures and maintains his individual freedom, totalitarianism cannot grow. As long as you and I and every other American citizen demand and insist on the rights of the free man, the state must remain the servant and not the master of the human spirit. If the people of Germany had maintained their individual rights, Hitler could not have become the center of their loyalty and the arbiter of their destinies.

The classic example of the man who found the highest good in the maintenance of the freedom of his own soul is the story of Diogenes, as told by Plutarch in the life of Alexander the Great. After taking Corinth, Alexander sought out the cynic, who had aroused his resentment by ignoring the presence of the conqueror in the city. Finding the old philosopher lying on the ground he asked, "How best can I serve you?" and received the reply, "By keeping out of my light!" If the masses of people of America insist that those in authority and those who have achieved undue power thru the control of material resources shall keep out of the light of their spirits, democracy will be secure.

In this connection it is well to remember and inculcate the fact that there are two types of freedom clearly defined in our Constitution that must be distinguished. First there is the spiritual freedom guaranteed to us in the First Amendment, the freedom to do all those things necessary to develop good personalities. This was the freedom coveted by Jefferson, Franklin, Madison, and Monroe and was enshrined by the founding fathers in the Bill of Rights. Then there is the freedom of enterprise guaranteed by the Fifth and Fourteenth Amendments. This is the type of freedom coveted by the rugged individualist and in achieving which he is perfectly willing that the spiritual freedom of the First Amendment shall be trampled in the mire of materialism.

That the creation of an atmosphere which will encourage prospective teachers to value and preserve their own personalities is necessary is abundantly indicated by contemporary literature. Those of you who have read *Middletown* will recall that in the chapter on education the teachers of that city were portrayed as a rather drab group, colorless, of little social influence, and of no civic importance. Teachers on this social and civic level cannot help realizing the vision of the founding fathers that public education should become the light and the inspiration of free men in a free state.

Only recently the press of the country carried a revealing item:

"What can a teacher know about democracy except at second hand?" Professor Stuart A. Courtis asked in the *School of Education Bulletin*. "Her professional activities are rigidly prescribed. She may not plan an active part in political campaigns; she must maintain strict neutrality with respect to vital issues of the day.

"She is given neither the right nor the opportunity to participate democratically in the formulation of educational policies or plans.

"Even her private life and morals must conform to manners and ideals her masters do not themselves observe. She is a rigidly restricted creature, peddling innocuous knowledge to immature minds in direct conflict with all the impulsive trends of child nature, and thus breeders of compulsory discipline and the domination of authority."

Another implication growing directly out of the previous one is that we must pay more attention to the arts, primarily because of their dynamic power in developing social understanding and in the magnification of the individual personality. True art can exist only in an atmosphere of freedom. This, I think, is abundantly proved from the records of history. While I am not an authority, I think there is evidence that the outbursts of art in such periods as in the Tang and Ming dynasties in China, in the Age of Pericles in Greece, in thirteenth and fourteenth century Italy, in seventeenth century Flanders were periods of comparative freedom. At least, the environment was such as to extend freedom to certain groups of people. While the economy of Athens was based on slavery, nevertheless that economy did extend an unusual degree of freedom to the other half of the population.

Art is democratic because it expresses the realistic truth and is fundamentally tolerant. It portrays the high and the low, the rich and the poor, the proud and the humble on the same canvas or in the same group; in this way it depicts a type of tolerance that is not merely suffrance, but is based on the concept that American democracy derives its strength not from uniformity but from that diversity of race and creed that produces capacities and qualities that lead to a rich and varied culture. America must develop a unity based on the ideals of fundamental democracy and not on a uniformity produced by external authority. Fear may produce uniformity but only adherence to common ideals can produce unity.

The final and possibly most important implication of these changes is that the teachers colleges must create a type of administration that will enable students to learn democracy by experiencing it. Unfortunately, many of the students who come to teachers colleges have not had the democratic experience in their homes. Many of our homes are controlled authoritatively rather than rationally, and unfortunately many of our public schools are under the same type of control.

As already indicated, one of the dilemmas of modern education is the balance between freedom and discipline. Controlled experiments in our child development centers are demonstrating that learning takes place better in an atmosphere of controlled freedom than in the climate of either dictatorship or anarchy. Dictatorship benumbs mental energy by fear and chaos and undermines it by indecision.

One of the great problems that must be solved by teachers in a democracy is the drawing of the line between freedom and discipline. This problem is particularly important now when the whole country is turning toward the problem of national defense. This program will strengthen us as a nation if we insist on the type of defense that will leave us stronger after the emer-

gency is ended. That means that we must not only be stronger as individuals but we must be stronger socially. Our democracy must be made to work and it will become efficient only if operated by people who have developed a discipline based on self-control and self-direction. The only type of discipline that passes over into self-control is that form that is based on rational considerations.

We who participate in this program are administrators. Most of us are presidents or deans of teacher-educating institutions. Our responsibility to build the type of curriculum that will develop social understanding and create the democratic atmosphere that will make possible the participation by the students in situations that will enable them to learn democracy by experiencing it is very great. Democracy in any educational institution must have its source in the administration.

America was founded on a great dream. It may not have existed in the mind of any individual or group of individuals. But I am sure the thing existed whether by design or by chance. The dream was of a democratic commonwealth made up of the refugees of the Old World.

And so, lured on by this dream, there came to the New World from the Old the politically oppressed, the socially ostracized, the religiously persecuted, and the economically exploited. These polyglot migrants took possession of a continent, the richest in material resources on the face of this globe. They brought from Europe the culture of the Old World; they set out to conquer the material resources of the New. They cut down the forests, broke the soil, harnessed the water power, opened the mines, built cities, established trade routes, created a classless society, and established a government, democratic in spirit and republican in form. And then to perpetuate the democratic society they established a system of universal free education on a scale never before dreamed of, much less attempted.

That was the dream, the very elation of which has carried America thru a half dozen serious crises to the stupendous achievement of one hundred and sixty-four years of successful operation of a democratic society.

There is much in this record to be proud of; there is much in the accomplishments of the past on which to build the successes of the future. But as we see the European cultures from which our own stemmed crash into ruin, and as we contemplate the social, political, and economic confusion in our midst, we cannot avoid fears for the enduring soundness of our own culture. Has the dream lost its magic or have we failed to chart our course in accordance with its finger posts? Have we in the confusion of industrialism and the tension of commercialism lost the dynamic elation of the frontier period? Are we a socially rootless and morally aimless people, groping blindly for material wealth and missing our spiritual riches?

If the answer to those questions is affirmative, then the burden placed on the public schools to re-create the dream and give it the dynamic to carry America thru the gathering storm is extremely great.

EVALUATION OF THE NATURE-NURTURE CONTROVERSY

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For two years the controversy concerning the stability of the IQ has assumed first rank among educational disputes. It has been attended by an unusual amount of fervor and feeling, and the ill-will and rancor have not been confined to either side. The issues in this controversy were cast in bold relief by widely publicized data from the University of Iowa. Because of the dramatic nature of these disclosures they awakened old interests and rekindled fires which had been smoldering since the twenties when W. Bagley's essays challenged the bases of the extreme hereditarian position.

Three monographs published in 1938-1939 illustrate certain premises advanced by the Iowa group which have elicited an uninterrupted flow of critical comment.

Preschool Attendance and IQ Change

The first dealt with the influence of attendance in preschool centers upon intelligence test results. Wellman claimed large changes in scores.[1] This claim was attacked by B. Simpson. H. McNemar, reworking the original data, also challenged the conclusions.[2] It is difficult to appraise these reports without access to the original data. However, the writer tends to agree with Burks' statement to be found in a most unbiased review; the question of the effect of attendance in preschool on IQ seems not to be answered with any finality by this monograph.[3] He believes that some residual data of importance remain yet to be salvaged from this important work.

Reactions to this study afford an excellent example of what happens to intelligence when emotions are involved. The controversy centered at first in the validity of the Merrill-Palmer scale which was alleged to yield particularly unreliable measures for young children. However, a curious contradiction appeared. When the test was used by Wellman, the study "can be dismissed," said one critic. When the same test was employed by other investigators whose conclusions were approved, it apparently became acceptable in making certain comparisons. In another paper we were admonished by a Minnesota investigator to be skeptical of the Iowa data because testing at the early age levels "is an art in which there are many essential variations."[4] Testing climates are apparently favorable in Minnesota but unfavorable in Iowa! These incidents show that psychologists themselves are not uninclined to practice wish fulfilment and projection as compensatory mechanisms.

These digressions doubtless are manifestations of common human frailties.

[1] Wellman, Beth Lucy. *Intelligence of Preschool Children as Measured by the Merrill-Palmer Scale of Performance Tests.* Studies in Child Welfare, Vol. 15, No. 3. Iowa City, Iowa: University of Iowa, 1938. 150 p.

[2] This material is reviewed in the *Psychological Bulletin,* February 1940.

[3] Burks, B. S. *Journal of Abnormal and Social Psychology,* Vol. 35, No. 3, p. 457-62.

[4] Goodenough, Florence L. "Look to the Evidence!" *Educational Method* 19: 73-79; November 1939.

There are, however, more serious practices. In a monograph on intelligence which the writer edited, written by Goodenough, the following statement appeared:

> Eight of the nine [child development centers] show no effect whatever upon child intelligence as a result of nursery school experience.

Since this charge was based upon unpublished materials to appear in the Thirty-Ninth Yearbook of the National Society for the Study of Education, the writer attempted to verify it. The statement did not seem strictly accurate since gains were reported in several published studies. A small but statistically significant gain was reported by workers from Utah, by Starkweather and Roberts in Michigan, and by the Iowa workers. In the latter group, the initial gain seemed "genuine." On the other hand, several other studies showed no difference when control groups were employed, and in others, the very small gains could not be considered significant. However, the gains, small in some instances and large in others, support a data trend in the total number of cases which no careful scientist would be inclined ordinarily to overlook.[5] Moreover, they suggest a field for unbiased, critical research which may prove significant since the number and selection of cases are too inadequate to permit generalizations at this time.

IQ Changes—in Orphan Children and Other Groups

The second type of study which disclosed large changes in IQ for orphan and other underprivileged groups[6] has been disquieting to many persons who have assumed the unassailability of the following statements which have been employed to substantiate the IQ dogma, offered prospective teachers for a decade or more:

> The maximal contribution of the best home environment to intelligence is about 20 IQ points, or less, and almost surely lies between 10 and 30 points. Conversely, the least cultured, least stimulating kind of American home environment may depress the IQ as much as 20 IQ points. But situations as extreme as these occur only once or twice in a thousand times in American communities.[7]

The foregoing statements have been rather generally used to document an emphasis upon the inheritance of mental ability and to give support to the validity of extreme claims such as the following which have appeared repeatedly in educational literature of the past two decades:

> We can only say that the IQ is certainly constant with narrow margins.[8]

> Psychologists no longer doubt that it is now possible to predict when a child is six years old what his relative position will be in the total range of intellects when he is sixteen.[9]

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[5] Stoddard, G. D. "Intellectual Development of the Child." *School and Society* 51: 529-36; April 27, 1940.

[6] Skeels, Harold Manville, and others. *Study of Environmental Stimulation.* Studies in Child Welfare, Vol. 15, No. 4. Iowa City: University of Iowa, 1938. 191 p.

[7] Burks, Barbara Stoddard. "The Relative Influence of Nature and Nurture upon Mental Development." *Nature and Nurture.* Twenty-Seventh Yearbook, Part I, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1928. Chapter 10, p. 309.

[8] Hollingworth, Leta S. *Gifted Children.* New York: Macmillan Co., 1926. p. 156.

[9] *Ibid.,* p. 158.

Reflections of these statements may be found in many books for teachers; in fact, they seem to be accepted by the authors of several books bearing 1939 and 1940 copyrights.

Again and again it has been shown that changes of large magnitude occur much more frequently than one would assume from the preceding quotations. For example, in the Thirty-Ninth Yearbook of the National Society for the Study of Education, R. L. Thorndike reports one study containing IQ retests after an interval of at least two and one-half years for over 1100 children in three New York City schools. "On the whole, instead of a shift of 20 or more points once or twice in a thousand times we find it occurring in 16 percent of the cases," says Stoddard.[10] Large shifts have been reported repeatedly in other studies; moreover, they have been found at all levels including college. To quote R. L. Thorndike again, "These studies have agreed in finding that those students who remain thru a college course tend to gain in intelligence test score."[11] In addition, it has been pointed out that the interval between test and retest influences the accuracy of prediction. Thus, Brown retested one group with intervals of two and five or more years. The correlation between initial test and first retest was +.86; between the initial and second retest it was +.61.[11]

All these data give unequivocal support to the conclusion of another careful investigator. "The fact that rates of growth in mental abilities are variable is now well established by the studies of various investigators. In addition to the studies on [our group] there are such studies as Honzik's covering the ages twenty-one to seventy-two months; Freeman and Flory's, for ages eight thru seventeen years; and Wellman's, from preschool to college."[12] The foregoing observation concerning the variability of the IQ is based upon the data for groups as well as upon careful case studies.[13]

Bayley's study, by every criterion one of the most careful investigations in this field, should be read by all students of education. The following excerpts contain some of the important conclusions:

> The study of the mental tests during the first three years showed, in brief, that the available tests of intelligence for infants and young children cannot be used for the purpose of predicting later ability. It appeared from the study that infants are variable in their rates of growth and hence do not maintain the same relative position except over short intervals of time. An analysis of the data brought the further conclusion that:
>
> . . . The longer the time interval between any two tests, the lower the correlation. There is, however, a tendency for scores to become more consistent as the children grow older. . . .
>
> There was no evidence for a general factor of intelligence during the first three years, but the findings indicate, instead, a series of developing functions, or groups of functions, each growing out of, but not necessarily correlated with, previously matured behavior patterns. . . .

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[10] Stoddard, G. D., *op. cit.*, p. 531.

[11] Thorndike, R. L. "Constancy of the I. Q." *Psychological Bulletin*, March 1940. p. 168.

[12] Bayley, Nancy. "Factors Influencing the Growth of Intelligence in Young Children." *Intelligence: Its Nature and Nurture.* Thirty-Ninth Yearbook, Part II, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1940. Chapter 3, p. 77.

[13] Bayley, Nancy. "Mental Growth in Young Children." *Intelligence: Its Nature and Nurture.* Thirty-Ninth Yearbook, Part II, National Society for the Study of Education. Bloomington, Ill.: Public School Publishing Co., 1940. Chapter 2, p. 11.

The scores they [these same children] made from four to nine years of age should serve, in part at least, to test the validity of the conclusions just quoted. From three thru five years of age the mental-testing schedule consisted of the California Preschool Scale administered every six months. This is the same test series on which the children had been tested since they were eighteen months old. At six and at seven years they were given the Stanford-Binet, and at eight and at nine years Form L of the new revision of the Stanford-Binet.[14]

The IQ changes evidenced by these children are of particular interest because the children have all had a high degree of testing experience under relatively constant conditions. Because such experiences should reduce spurious variations to a minimum, smaller than usual IQ changes might be expected. Actually, the changes seem, in many respects, to be similar to those of other studies. . . . *A fourth of the group change 10 or more IQ points on retests made one year after the initial test; while an equal number change 17 or more IQ points over a three-year interval.* (Italics not in original.)

. . . Altho approximately as many children lost as gained on the second and third tests after intervals of one year, more children gained on the fourth test and over the longer intervals. Familiarity with the tests has evidently kept some children from falling behind in their scores as far as they might have on a first test, and has perhaps been operative in bringing about a larger proportion of gains in IQ. When the amount of change in IQ from one test to a later one is plotted against IQ at the first test, the scatters show no significant relation between IQ and stability of scores.[15]

Large shifts in IQ, long established and verified by these very meticulous recent studies, should lead the open-minded to anticipate even greater alterations when *cultural* changes are pronounced. And that is precisely what seems to occur in the mountain children studied by Asher, Sherman, and others; in the Gypsy groups in Gordon's reports; and finally in certain children placed in foster homes.

Studies of Foster Children

This consideration brings us to the third issue and the third type of study which reveals a marked alteration in the IQ's of children in foster homes.[16] One surprising result of these studies is the frequency with which high average IQ's have been obtained. Leahy, for example, gives data for a group of children of ages five to fourteen, all of whom were adopted before they were six months of age.[17] The mean IQ is 110.5. Skeels cites an average IQ of 115.4 for 147 children adopted before they were six months of age.[18] Forty-one received IQ's of 120 or above.

Skodak's analysis supports these findings.[19] For 80 of the true mothers of certain foster children mental test results were available. The average IQ of this group was 87.7. The majority of the mothers fell "below aver-

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[14] *Ibid.*, p. 12-13.

[15] *Ibid.*, p. 18, 20.

[16] Skodak, Marie. *Children in Foster Homes.* Studies in Child Welfare, Vol. 16, No. 1. Iowa City: University of Iowa, 1939. 156 p.

[17] Leahy, Alice Mary. *Nature-Nurture and Intelligence.* Institute of Child Welfare, University of Minnesota. Genetic Psychology Monographs, Vol. 17, No. 4. Provincetown, Mass. Journal Press, 1935. p. 236-308. ¶ Leahy, Alice Mary. "Study of Certain Selective Factors Influencing Prediction of the Mental Status of Adopted Children." *Pedagogical Seminary and Journal of Genetic Psychology* 41: 294-329; December 1932.

[18] Skeels, Harold Manville. "Mental Development of Children in Foster Homes." *Journal of Consulting Psychology.* Vol. 2; 1938.

[19] Skodak, Marie, *op. cit.*

age": 53.8 percent had IQ's below 90; 16.3 percent were borderline; and 13.8 were feebleminded. Yet the average IQ of the foster children was 116. It appears impossible to account for this finding in terms of "selective placement."[20]

The superiority in the IQ's of foster children is indeed noteworthy; it suggests the operation of a number of related forces under circumstances which may be analyzed profitably. In attempting to account for these findings, one should recall that the foster children were adopted in infancy and that their early, most formative years were spent in homes in which their foster parents *may* have been more zealous than typical parents to provide the best environment possible for the sturdy growth and development of the children whom they truly "wanted." It is certainly justifiable to assume that affection, love, and concern, generously but judiciously bestowed on growing children, have desirable effects upon wholesome nurture. Perhaps, then, the "climate" of the home is one important contributor to the children's superior status.

From these considerations, it would be logical to infer that especially poor environments would retard development. And this seems precisely the result obtained in comparisons of younger and older children in several impoverished environments. Asher's study of Kentucky mountain children (1935), Sherman and Key's of isolated mountain children (1932), and Wheeler's account of East Tennessee children add corroborative evidence to the earlier studies of canal boat, Gypsy, and other sibling groups.[21]

Some Suggestions Concerning Atmospheres for Growth

About a year ago the writer indicated the frequency with which high IQ's had been reported among foster children, and suggested that one possible explanation for this finding might inhere in the affection, concern, and attention displayed by foster parents who "wanted" children enough to adopt them.

It was urged, furthermore, that teachers assume responsibility for dealing with the emotions, attitudes, and values of boys and girls. To all but the most callous or dogmatic, this responsibility will at once be recognized and accepted. However, the typical teacher has been brought up on a psychological diet which has regarded the emotions in a very different manner. Emotional patterns have been presented as if they operated apart from intelligence and scholarship. Moreover, the school's emphasis upon intellectual acquisitions—without reference to feeling or attitude—has tended also to make teachers indifferent to the satisfactions which pupils derive in school. And the attitude has been strengthened by educators who insist that intelligence is largely innate, fixed, and immutable.

The experimental justification for this position has been largely dispelled. For example, investigators have recently reported that babies who receive affectionate and loving treatment develop personalities more stable than

[20] Burks, B. S., *op. cit.*, p. 458.

[21] For an excellent summary, see the *Psychological Bulletin,* March 1940. ¶ Nemzek, C. L. "The Constancy of the I. Q." *Psychological Bulletin* 30: 143-67; 1933.

those denied this attention. Several rather significant experiments from university laboratories confirm these findings and show that children develop best in atmospheres permeated with affection, concern, and love. What the child needs for sturdy growth is the counsel, affection, and love of his associates at every level of development.

It seems, then, that the intelligence test can not fairly be said to be measuring "inborn" intelligence for its results are highly modifiable at every age level. Moreover, as the interval between the testing grows, the unreliability of the scores increases. Accordingly, the IQ from an intelligence test appears almost useless, as has been pointed out, for individual diagnosis and prediction. These facts stand in striking contrast to the ordinary textbook treatment of intelligence tests and seem to place a heavy responsibility upon the person charged with the training of teachers.

Responsibilities in the Training of Teachers

The time seems at hand when teacher-training institutions should ask certain questions: e.g., Should prospective teachers generally be encouraged to give tests with a view to using them in the classroom? It seems that such a practice is almost wholly without foundation or justification. The writer agrees at this point with George Stoddard who concludes: "mental testing as a standard procedure should be allowed to decline. . . . It may be better, on the whole, to turn to measures of special abilities, relying for insight as to general ability on cumulative records of scholastic achievement. This plan would avoid the bad error of labeling a child as permanently dull, average, or bright. Mental tests would be reserved for research and clinical purposes."[22]

But our responsibilities in teacher-training institutions extend further. We have larger duties—to prevent or eliminate the misconceptions that have grown up with mental testing. We should deal squarely with the concept of homogeneous grouping. There can be little justification for "homogeneous" grouping of children on the basis of test ratings since scientific studies reveal the essential variability within the human organism; and since there has been no evidence advanced to show the validity of any mental test in effecting homogeneity. Moreover, homogeneous grouping violates the basic premises on which democratic life depends. It conceals and minimizes differences arising from exchange of opinion and interpretation; it encourages the development of a "class" education; it rewards or puts a premium upon the fortunate social heritage and penalizes the less fortunate; and it fails to envisage the potentiality of the masses for creative expression and intelligent behavior. It fails, therefore, to recognize the very essence of democratic doctrine and faith.

We should lead students to evaluate clearly the claims concerning leadership or "genius" and high IQ. For it is abundantly clear that an extraordinarily high IQ in childhood is not an indicator of later attainment that may be regarded as highly or significantly creative; nor do the most remarkable

[22] Stoddard, G. D., *op. cit.*, p. 536.

test ratings in childhood warrant expectancies of adult performance which may be characterized as the work of genius.[23]

If by gifted children we mean those youngsters who give promise of creativity of a high order, it is doubtful if the typical intelligence test is suitable for use in identifying them. For creativity demands originality, and originality implies successful management, control, and organization of new materials or experiences. Intelligence tests contain overlearned materials which, as Rockwell states,[24] call for stable predictable response, not original creative reaction. It is evident, then, that an acceptable criterion for giftedness must be sought primarily outside of provinces covered by the intelligence test. It appears that "giftedness" can be estimated only by observation of a child's behavior. The child whose performance is consistently remarkable in any potentially valuable area might well be considered gifted; he should be given the opportunity which his attainment demands for nurture and continuous growth, but his development should not be predicted nor his future attainment prescribed except as increased growth necessitates adaptations and changes.

We have a special responsibility to evaluate the false claims, based on intelligence tests, in other areas. For example, the social importance and cultural significance of "race" differences should not be overlooked. In the words of Wallace: "For the combating of racism . . . the scientist has a special responsibility. Only he can clean out the falsities which have been masquerading under the name of science in our colleges, our high schools, and public prints. Only he can show how groundless are the claims that one race, one nation, or one class has any God-given right to rule."[25]

Finally, our effort should be to develop teachers who are keenly interested in promoting well-rounded growth in every child—teachers who recognize and are able to guide children's emotional development and their attitudes and values. If we are deeply interested in children's needs as they relate to personality orientation, we shall undertake to bring about basic changes in school practice. School administration and supervision will take on new meaning when schools are organized and administered in terms of the needs of all children at various levels of growth and development. Primary interest will center in the child, his development and his growth. Consequently, his basic needs will become the determining factors in the selection and organization of school experiences. Teaching will involve responsibilities now infrequently assumed. And teacher-training institutions should face this question: What are their responsibilities and their opportunities in this entire area?

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[23] Hollingworth, Leta S.; Terman, Lewis M.; and Oden, Melita. "The Significance of Deviates." *Intelligence: Its Nature and Nurture.* Thirty-Ninth Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1940. Chapter 3, p. 67-83. ¶ Witty, Paul Andrew. "Contributions to the IQ Controversy from the Study of Superior Deviates." *School and Society* 51: 503-08; April 20, 1940.

[24] Rockwell, John Gundersen. "Intelligence Testing." *Educational Method* 19: 80-92; November 1939.

[25] Wallace, Henry A., U. S. Secretary of Agriculture, in an address delivered at the World's Fair, New York, October 14, 1939. Quoted by Benedict, R., in *Race: Science and Politics.* New York: Modern Age Books, 1940. Students of education would find this clearly written volume a fitting antidote to the dogma of race superiority so frequently advanced in texts on educational psychology.

TWENTY-FIVE YEARS OF THE AMERICAN ASSOCIATION OF TEACHERS COLLEGES

CHARLES W. HUNT, PRINCIPAL, STATE NORMAL SCHOOL, ONEONTA, N. Y.; AND SECRETARY OF THE ASSOCIATION

This evening you found on your tables a special printed program to celebrate the twenty-fifth meeting of the American Association of Teachers Colleges. In February 1917 five teachers college presidents—Homer H. Seerley of the Iowa State Teachers College, Cedar Falls, Iowa; John R. Kirk, Northeast Missouri State Teachers College, Kirksville, Missouri; Charles McKenny, Michigan State Normal College, Ypsilanti, Michigan; David Felmley, Illinois State Normal University, Normal, Illinois; and H. C. Minnich, School of Education, Miami University, Oxford, Ohio—met in Chicago.

I do not know from the written record what needs and what imagined possibilities caused them to found the American Association of Teachers Colleges. No matter how much their imaginations may have been influenced by the possibilities they then saw, I am certain that even they would be surprised at the consequences which have followed upon their action. The five members have grown to a current membership of 185 institutions, representing 43 states.

It is my purpose to suggest the extent of these changes, first by showing you pictures of these men and of their campuses in 1915, then by showing you pictures of the same campuses in 1940, and finally by some comparative data indicating the changes in their student body, curriculum, staff, libraries, budgets, and capital value. (Lantern slide pictures of the following subjects were then thrown upon the screen):

W. A. Brandenburg
Charles McKenny
David Felmley
John R. Kirk
Homer H. Seerley
O. R. Latham
H. C. Minnich
Ypsilanti, Michigan
- Map of Campus, 1915
- Map of Campus, 1940
- Airview of Campus, 1940

Normal, Illinois
- President's Office, 1915
- Registrar's Office, 1940
- Library, 1915
- Library, Main Reading Room, 1940
- Gymnasium, 1915
- Gymnasium, 1940
- Airview of Campus, 1940

Kirksville, Missouri
- The Plant, showing Administrative Offices and Laboratory School, 1915
- Baldwin Hall, 1940
- John R. Kirk Memorial

Greenwood Elementary School, 1940
Ophelia Parrish School, 1940
The Band, 1915
The Band, 1940
Cedar Falls, Iowa
To and from the Training School, 1915
The Men's Residence Halls, 1940
The Campus North from the College Pond, 1940
Airview of the Campus, 1940
The Commons, 1940
Oxford, Ohio
Map of Campus, 1915
Map of Campus, 1940
Normal College Building, 1915
McGuffey Building, 1940
One of Two Men's Dormitories, 1915
One of Seven Men's Dormitories, 1940

I shall now give you very briefly the statistical data for each one of these institutions showing the changes which have occurred:

Michigan State Normal College
Ypsilanti, Michigan

	1915	*1940*
Number of students	1,958	2,305
Number of degrees granted	22	447
Number of diplomas granted (certificates to teach)	859	402
Number of staff members	105	187
With bachelor's degree	27	16
With master's degree	34	114
With doctor's degree	10	48
Number of volumes in library	40,126	100,325
Total budget (appropriation)	$185,000	$652,213
Total value of plant	$740,448	$5,831,358

Illinois State Normal University
Normal, Illinois

	1915	*1940*
Number of students	731	1,820
Number of degrees granted	14	353
Number of diplomas granted	105	174
Number of staff members	65	163
With less than bachelor's degree	20	0
With bachelor's degree	29	0
With master's degree	12	90
With doctor's degree	4	54
With 60 hours of graduate study	0	19
Number of volumes in library	30,000 bound vol. 24,000 pamphlets	74,834 vol. 30,900 pamphlets
Total budget	$485,000	$592,500
Total value of plant	$994,000	$2,188,740

Northeast Missouri State Teachers College
Kirksville, Missouri

	1915	*1940*
Number of students	1,678	2,624
Number of degrees granted	27	222
Number of diplomas granted	164	108
Number of staff members	46	63
With bachelor's degree	33	3
With master's degree	12	36
With doctor's degree	1	24
Number of volumes in library	?	56,878
Total budget	$110,133	$284,313
Total value of plant	$191,124	$1,206,000

Iowa State Teachers College
Cedar Falls, Iowa

	1915	*1940*
Number of students		1,745
Number of degrees granted	48	293
Number of diplomas granted	319	221
Number of staff members		
With no degree		1 ⅔*
With bachelor's degree		4 ⅓*
With master's degree		84 ⅓*
With doctor's degree		44 ⅔*
Number of volumes in library	48,517**	135,404**
Total budget	$385,000	$850,000
Total value of plant	$1,005,500	$3,964,658

* These figures include the staff members of the academic departments plus the training school.
** These figures include books and pamphlets.

Normal College, Miami University, 1915
School of Education, Miami University, 1940
Oxford, Ohio

	1915	*1940*
Number of students	282	918
Number of degrees granted	2	209
Number of diplomas granted	95	3
Number of staff members	13	65
With bachelor's degree	6	2
With master's degree	6	48
With doctor's degree	1	15
Number of volumes in library	*45,964	*139,500
Total budget	*$190,652	*$1,300,848
Total value of plant	*$700,000	*$6,698,193

* Total for the entire University.

The development of these institutions within these twenty-five years constitutes a remarkable chapter in the history of American education. The first normal school was founded in 1839. From being weak and isolated institutions in the first seventy-five years, the teachers colleges have grown to be a major influence in American education during the last quarter-century.

Their physical resources have quadrupled. The typical institution in 1915 had a physical plant worth about $300,000. Today the typical plant is worth

$1,250,000. Twenty-five percent of the institutions have plants worth $2,000,000 or more.

Plant Valuation

	1915	*1940*
Range	$25,000-$1,600,000	$175,000-$5,800,000
Q_1	182,000	858,000
M	315,000	1,281,000
Q_3	533,000	1,917,000
Number of institutions	92	100

The number of students has doubled.

Number of Students Enrolled

100 Institutions

1915 . . . 50,519 Students
1940 . . . 125,043 Students

Twenty-five years ago 80 percent of the graduates had only two years of college work. In 1915 in a hundred institutions 412 degrees were awarded. In 1940, 80 percent of the graduates had four years of preparation, and in a hundred institutions more than 17,000 were graduated with the bachelor's degree.

Degrees and Diplomas Granted

	1915	*1940*
Diplomas	10,381	7,532
Degrees	412	17,276
Number of institutions	100	100

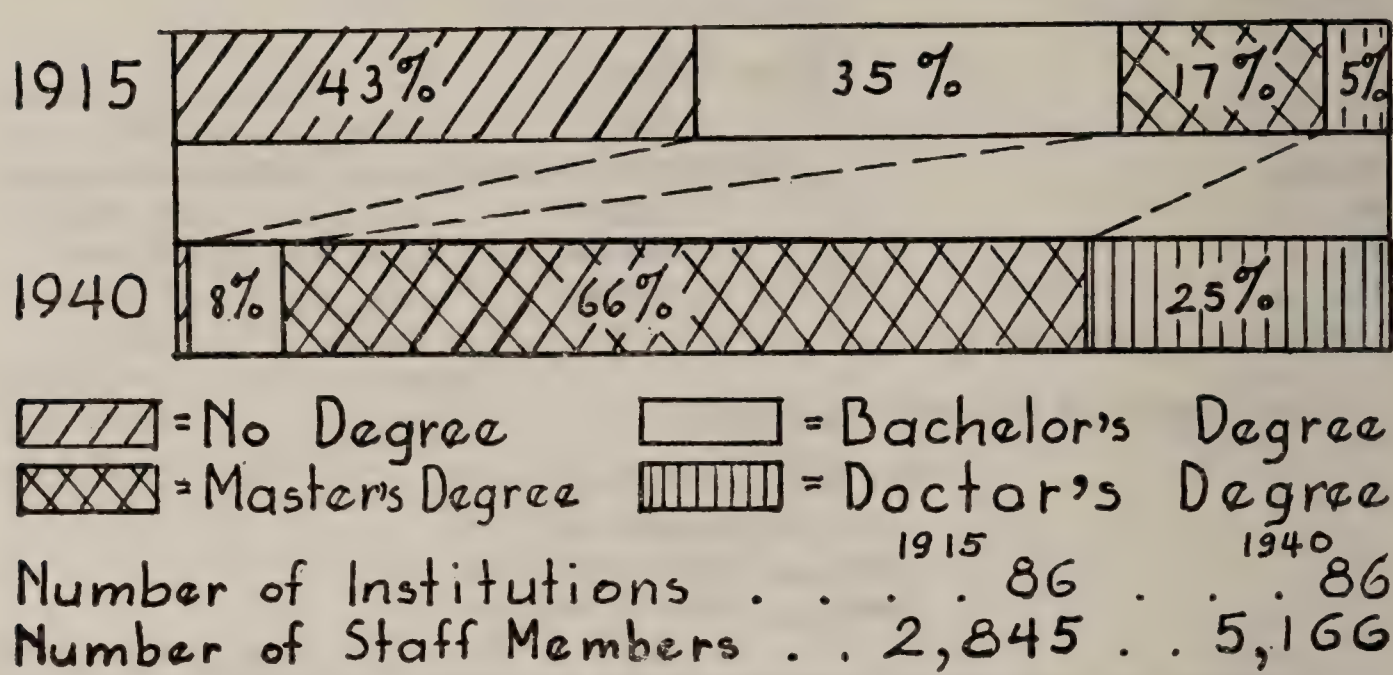
The typical library in 1915 had 7000 volumes. In 1940 the typical library had 28,000 volumes.

Number of Volumes in Libraries

	1915	*1940*
Range	400 to 40,000	6,000 to 125,000
Q_1	4,100	21,000
M	6,700	28,000
Q_3	11,200	40,000
Number of institutions	92	100

The change in the preparation of members of the staff reflects the development in curriculums and the new standards. In 1915, 43 percent of the staffs had no degree; 35 percent had a bachelor's degree; 17 percent the master's degree; and 5 percent the doctor's degree. In 1940, 8 percent had the bachelor's degree; 66 percent the master's degree; 25 percent the doctor's degree. The number of staff members had doubled.

Preparation of Staff Members



The Association has organized a program of self-appraisal and improvement; it is in effect a school for executives. During the twenty-four years, 500 committee assignments have been made to 116 different men. Standards for accrediting have been devised from careful studies of existing conditions, and desirable objectives have been set up. An accredited list is maintained on which there are now 158 institutions. This program of self-education has resulted in improvements in all phases of institutional life. The interchange of information has been facilitated. A yearbook has been printed.

These institutions sprang out of the basic needs of a young democracy. Their primary purpose is the education of leaders to facilitate the transfer and improvement of the national culture for all the people. Their substantial growth and development in the last twenty-five years is fortunate. Their responsibility to the common people makes them at this time especially significant institutions in the continuance of the democratic process. Ability to organize a program appropriate to the needs of the next twenty-five years will determine their future usefulness.

A MESSAGE FROM ONE OF THE FOUNDERS

H. C. MINNICH, DEAN EMERITUS, SCHOOL OF EDUCATION, MIAMI UNIVERSITY, OXFORD, OHIO

If often in my long life I have lost faith in the oncoming generations, or have said, "What's the use, no one will appreciate it," or that modern life has cast its poisonous arrows thru the heart of gratitude, or that reverence for founders and foundations has become a lost attribute to the human soul, I now humbly and contritely beseech the stars of destiny to forgive me.

The splendid tribute paid by our worthy secretary, Mr. Hunt, to the founders of this Association; the courteous invitation extended me by the officials of the Association to be present on this occasion; your overgenerous and touching greeting at my appearance indubitably shows that no one

should suspect faith, and that all words of fear respecting the future national influence of this body should have died in the throat.

You doubtless recall the circular couch in the lobby of the Auditorium Hotel in Chicago with the truncated cone back-support having an appearance of an Arizona cactus plant. On and about this couch four men were conversing. I was passing or standing nearby when President Seerley said, "There's Minnich, invite him in," and President McKenny was delegated plenipotentiary to make me a member of this favored group. President Seerley was both father and mother of this organization. He was endowed with a combination of mental hormones that created him intellectually both male and female. The impromptu agenda of this meeting was the understandard normal schools rapidly increasing the roster of the National Council. The status of these training schools was a prenatal one known as pedagogy, many with syphilitic tendencies—politics, that dangerous gangrene on the backside of the big red apple known as the republic. May the unseen forces of the Almighty inspired in the alumni of the institution here represented prevent its spread to the core and the destruction of democracy.

After a due discussion these men decided to organize the more standard training schools into a new association. Thus was the new child born. The five founders were not the only parents; other presidents and eminent leaders in the Council were having professional maternity pains also; the whirlwind Crabbe, the progressive Butcher, the veterans Morgan, Lord, and Parsons, and many other presidents, so that the hospital episode was short and without great travail.

These five men and their sympathetic prototypes opened the campaign. President Seerley advocated broader functions for teachers colleges; President Kirk proclaimed among friends and opponents that the teachers colleges were the pet forms of higher education among the people; President Felmley said that the greatest teachers of the country were found in the normal schools; President McKenny outlined a collegiate organization of teachers colleges in his first formal address to the Association; while I came into the movement ardent upon the policy of high standards. Again and again have I resolved not to violate Cicero's motto *de me pauca dicam,* "concerning myself I shall say little"—excuse me for translating—I thought possibly my pronunciation might be different from yours, you will pardon me if I violate.

I came into the old Council of Normal School Presidents of the North Central States under suspicion. The school I represented was not an independent institution; the procedure of a training school could never survive under the influence of an old arts college, it was alleged. When my heart and sympathies were sufficiently tested and found true, Miami was made a full member. Inasmuch as I was the only representative of a university and enjoyed certain contacts with university professional organizations useful in standardization, I was made chairman of the first Committee on Classification, and it is fully gratifying to find that my scholarly successor at Miami has also accepted the challenge of membership on this Committee.

Sometimes we emeriti are so outdistanced by the distinguished careers of our successors that we feel as one crying in the wilderness, "Prepare ye

the way for he that cometh after me is mightier than I," but some of us would not consider ourselves unworthy to unloose the latchets of their shoes if their professional feet needed washing.

Our first committee, with the support of the ablest members in the new Association, opened a rather ruthless attack upon the curriculums and individual courses in the normal schools. We believed that teachers colleges were institutions of higher learning and that every course described in the catalog of such institutions should rise to the level of credit by standard colleges and be applicable to recognition for advanced degrees. We examined catalogs and openly criticized the description of the courses. We attacked the eloquence often found in catalogs; eloquence, as you know, is based on hyperbole. Many of these criticisms, as I now review, were too severe, if not erroneous, as was the case of our public review of the catalog of the brilliant, young Linscheid—I hope he has forgiven us.

The greatest problem confronting the Committee was the evidence of scholarship among the instructional staffs of the normal schools. Baccalaureate levels of all courses and teaching staff trained to give courses at this level became the slogan. All this seems Dravidic now but it required ferric and unfeeling persistence by the Committee in that day.

Somewhat aside from the foregoing is the speaker's belief in advanced degrees based on no less scholarship than those of other callings. The bachelor of education as an honorary degree cannot be injured by the same degree given in courses on less requirements than the world's standard doctor's degree. This is a bit controversial and possibly does not belong here, but it is quite near the heart of the speaker and is mentioned here as one of the many uncompleted solutions of the Association's problems.

May I thank you for the honor of this evening so far beyond my deserts as I look once more upon the five types of founders.

Homer, with the broader concept of teacher training—professional with a stream of the *Odyssey* and *Iliad* in his blood—not exactly culture and training, but training with culture.

John, the revolutionary dreamer. "I, John, saw a new heaven and a new earth and both were filled with teachers colleges, with walls of precious stones, topaz, jasper, and chalcedony."

David, with limitless and illimitable faith in public education: "My sons and daughters shall build a house and in it shall they establish a throne upon which shall reign the principles of a powerful republic and true democracy."

Charles, the regal and high-riding Charles—dignity and honor became him, and both he imparted to teacher training.

Isaiah. Yes, Isaiah. In his old family Bible it may be found that this is the name his parents gave him. He changed his name but not his *genes*; always lamenting at our shortcomings, openly deploring deficiencies, a little too high-browed, perhaps, but right inside. He dreamed of the greatness of this Association in the functions of a free government. Much of his most ardent visions you have fulfilled and he now knows you will ever rise to the needs of our expanding civilization.

WHAT OF THE YOUTH MOVEMENT, GOOD, BAD, OR INDIFFERENT, IN THE UNITED STATES?

ALBERT LINDSAY ROWLAND, PRESIDENT, STATE TEACHERS COLLEGE, SHIPPENSBURG, PA.

The proposal for this paper was made by President Brandenburg nearly a year ago, after the Citizenship Institute, called by the American Youth Congress in Washington last February, had met, had lobbied for the passage of the American Youth Act, had been misrepresented by the conservative newspapers, extolled by the radical press, sympathetically encouraged by Mrs. Roosevelt, and spanked by the President. President Brandenburg was concerned about the youth movement and its subversive possibilities. He felt, I believe rightly, that this Association is vitally involved with any such movement and has, as an association of teacher-education institutions, a fundamental responsibility toward its direction. Said he: "There has been much adverse criticism pronounced upon the Youth Congress of America. There is also much of subversive teaching and speaking going on in our nation—so much that I feel that our Association, important as it is, should have some voice in the matter. I am now calling on you for a service which will require considerable effort and time on your part. But the subject is so important and your contribution can be made so valuable that I feel justified in asking if you will do this."

I was at first reluctant to enter such a controversial field of which I had at best an inadequate knowledge. However, after further correspondence and some investigation on my own part, I accepted a place on this program.

The title of this paper is not of my choosing but well enough represents its content. What do we mean by the youth movement? I am continually irritated by the inveterate tendency of people to crystallize and solidify into immobility the spiritual forces in human affairs. A youth movement is very much like the water vapor in the sky, varying from practical invisibility on a cloudless summer day to the dark nimbus in times of storm that spreads from horizon to horizon and drenches with rain the earth beneath. Sometimes it sails majestically across the sky in great, towering galleons of white. Sometimes it lies in long, horizontal bands reflecting the rays of the setting sun in a glory of color to tempt the artist's brush. Never presenting identical aspects, it is nevertheless fundamentally the same and its chief characteristic is its transiency. Whatever its form, it will not endure. Thus it is with youth. Sometimes beautiful, sometimes menacing, always prophetic, never enduring, youth marches on and is lost in adulthood, giving its color and form to the general population.

If there is such a thing as a youth movement, it is inevitably a reflection of adult attitudes and opinions, and ranges all the way from the Y.M.C.A. and the Crusaders to the Southern Negro Youth Congress and the Young Communist League, depending upon the point of view of the adult groups with which the particular youths are associated. In one of the large cities of the country it was customary for the superintendent of schools to have, before each major election, a straw vote in each of the city's high schools.

The results of these elections were regularly reported in the public press until it was discovered that these youngsters had in each case, with uncanny accuracy, forecast the regular election itself. It was at length found necessary to withhold the results of these school elections until after the actual returns were in from the official election. These school elections continue, however, to anticipate with amazing accuracy the actual results. The explanation, of course, is that the youngsters reflect the political opinions of their elders, usually their parents or teachers.

Youth is imitative. The infant is faced with an unknown and complicated environment to which he must learn to adjust. This adjustment is a difficult and lengthy matter. The end product is conformity. Satisfaction is achieved when conformity is attained. Freedom is possible only after conformity has been learned and experienced. Why, then, is youth rebellious? Why are mobs made up so often of young people? Why do the students throw the stones? Surely, these youth are not conformists. As a matter of fact, they are. They are conforming to some leadership which they admire. Youth is not only conformable but is also inexperienced and impatient. When some beautiful Utopia is presented and expounded by an admired and adored leader, inexperienced youth is unable to see its flaws; does not know that this is an old story that has been told before, that has thrilled before, that has been tried before, and that has failed before. Impatient of delay youth shouts, "Let us have this wonderful thing now," and usually under careful and mature leadership seizes a stick or a stone and goes forth to achieve its quest.

Those who work with youth and whose business it is to understand youth know this and should provide devoted leadership and worthy objects of youthful enthusiasm. Children standing sullen in the rain before the White House, hearing the President of the United States admonish them for their callow thinking and their cheap criticism of their country, should evoke not anger but pity, especially from the educators of America, who, too often, have failed to provide the leadership which these youngsters so eagerly seek. But more of this responsibility anon. I am now concerned to make the point that youth takes its color from the adults whom it admires and is as various as they.

In the golden twenties after the First World War, youth was disillusioned, materialistic, and flaming, and in being so was accurately reflecting, in a somewhat more boisterous fashion, the adult attitude.

With the sudden onset of the depression in 1930 the situation sharply changed. Fortunes disappeared; financiers were bewildered; expansion ceased; credit shrank. The trouble began with the wealthy but soon reached the poor. Youth, true to type, reflected the adult picture with heightened colors. If father could not find work, obviously son could not. For perhaps the first time in the history of the country, employment of any kind was denied to youth from sixteen to twenty-four years of age leaving school and college. Youth had always shared the prosperity or the poverty of its elders but there was always work to do. Now thru a series of circumstances beginning with the disappearance of the frontier about 1910, assisted by the

rapid development of labor-saving machinery, a faulty distribution of goods and shrinking markets, and ultimately brought to a climax by the collapse of the overextended financial structure, there appeared to be not enough work to go around.

Inexperienced youth, always impatient, was desperate. Misunderstood by their own hard-pressed families, rejected by industry, refused help by their communities, thousands literally took to the road, only to find the intolerable home conditions duplicated wherever they went. Here, if ever, was tinder for the spark of revolution. I shall always believe that nothing short of the novel and amazing measures instituted by the federal government could have saved the country at this time from severe disorder, bloodshed, and probably revolution. The CCA, CCC, WPA, and NYA, clumsy experiments tho they may have been, expressed and assumed the responsibility of society for its members and endeavored to discharge that responsibility in a time of crisis. But the scars of that time are not wholly healed. The elder statesmen, the inheritors of wealth and privilege, the paternalistic leaders of the social order forfeited the confidence of youth, perhaps permanently, and as youth passes the threshold into adulthood a new vision is being formed of a better society.

Meanwhile youth became critical. Inexperienced, impatient, bewildered, they sought leadership. They became conscious of themselves as youth, and the American Youth Congress was born in the shadow of the depression.

The first American Youth Congress was held in New York City in July 1934. Strange as it may seem to those who have depended upon newspaper headlines for their information, it bore the stamp of the right wing rather than the left; was at first Fascist rather than Communist. Viola Ilma, its founder, had been abroad and had observed the youth movement in Spain and Hitler's organization of the youth of Germany. She was enthusiastic for the methods of the Nazis and the Falangists. The first Youth Congress was carefully organized in advance by the Central Bureau for Young America of which Miss Ilma had made herself president. When the Congress met, however, the delegates insisted upon freedom of action from the floor and the leadership was taken from Viola Ilma. Partly in disappointment and partly in the belief that anything that was not fascistic was communistic, Miss Ilma herself disappeared from the scene and the Congress was branded by the right wingers as communistic. While it is true that the opposition to the Central Bureau's regimentation of the Congress was substantially "left" in its philosophy, it seems also true that a majority of delegates from both sides were determined that the procedures should be democratic and that freedom of action be allowed the delegates.

The Youth Congress has continued to hold annual meetings. The second was held in Detroit in 1935, the third in Cleveland in 1936, the fourth in Washington in 1937, the fifth in New York in 1938, the sixth in New York in 1939, and the seventh at Lake Geneva, Wisconsin, in 1940. Forty-eight organizations now cooperate in the American Youth Congress altho others have been affiliated and changes occur in the membership from time to time. However, at the Citizenship Institute, sponsored by the American

Youth Congress in Washington last February, there were said to have been over 850 youth organizations represented, with a membership of one and a half million youths.

The American Youth Congress is apparently a going concern and will continue as long as it has a purpose to serve and merits the confidence of its constituents. Despite the effort of the conservative press to belittle the work of the Congress and despite the attempts of various groups and persons in and out of the Congress to smear it with the red paint of communism, there seems to be evidence that it has so far employed approved democratic methods in its procedures and is loyal to the principles of American democracy. Certainly the Creed adopted by the American Youth Congress at its meeting in New York City in 1939 is worthy of acceptance by any loyal American. It is as follows:

I dedicate myself to the service of my country and mankind.

I will uphold the American ideal, which is the democratic way of life. I will help assure its bounty to all races, creeds, and colors.

I will maintain my country, founded by men and women who sought a land where they could worship God in their own way, as a haven of a free conscience and the free religious spirit.

I will safeguard the heritage of industrial development, technical skill, natural resource, and culture which has made my country the inspiration for the youth of all lands, and I will use whatever talents I have to add to that heritage.

I will be a social pioneer helping to forge new tools for an era in which education, the chance to make a decent living, the opportunity for health, recreation, and culture will assure the fullest development to all.

I will respect and defend the Constitution, keystone of American liberties, which includes the Bill of Rights, granting freedom of religion and press, of speech and assemblage. I will seek progress only within the framework of the American system of government which is founded on the principle that all political power is vested in the people, and I will oppose all undemocratic tendencies and all forms of dictatorship.

I will help make the United States a force for peace and pledge that my patriotism will not be at the expense of other peoples and nations, but one that will contribute to the brotherhood of man.

I will not permit race prejudice, religious intolerance, or class hatred to divide me from other young people. I will work for the unity of my generation and place that united strength at the service of my country, which I will defend against all enemies.

I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all.

But it is easy to overemphasize the importance even of an organization as colorful and prominent as the American Youth Congress. As has been said, it contains but forty-eight constituent organizations whereas at least 850 youth societies of one sort or another sent delegates to Washington last February. The Boy Scouts of America, a youth organization, adult-sponsored and adult-led, is vastly larger. Too numerous to mention are the thousands of youth groups, large and small. It is in the very nature of youth to organize. Youth is gregarious, and clubs, societies, fraternities give him both companionship and a sense of power and importance the personal lack of which he so keenly feels. But however it may be tried, I believe it is impossible to regiment anything like a majority of the youth of America

unless society with callous stupidity drives them to desperation. There is no evidence even at times of extreme economic or emotional stress that this has ever been done or that there is any significant disposition so to do. Youth is inexperienced but not malicious. Not from youth will come any threat to the principles of the Declaration of Independence. More often it is those who misrepresent, deride, and suppress youth who, to save their established economic and social supremacy, would pervert the liberties of American democracy into the slavery of totalitarianism.

While the American Youth Congress was developing momentum and finding, in the continuing economic distress, occasion for further activity and growth, other broad national agencies concerned with the youth problem were not idle. The federal government, as has been said, recognized the need for drastic action, and out of the WPA, a general agency for work relief, was born the more specific device to serve youth and youth alone, known as the National Youth Administration.

Recognizing the need of youth for education, an early provision of the NYA was aid to high-school and college students as they continued their schooling, while on the other hand out-of-school youth were given employment thru services not otherwise provided. This type of assistance has now extended to the work centers and camps where youth are housed and fed as well as provided with work and where they learn to live together under safe, sanitary, and comfortable conditions, with trained and understanding leadership which insures the development of sound patterns of democratic living including good manners, self-respect, and reponsibility for worthy service as goals. Hundreds of thousands of young people have been touched by the ministrations of this agency. Harry Hopkins and Aubrey Williams, with their associates, deserve high praise for the vision and sympathy with which they have undertaken an enormously difficult and complicated task.

Shortly before the creation of the NYA President Roosevelt suggested to Congress the establishment of the Civilian Conservation Corps. In April 1935 a law was passed carrying out the President's suggestion. By 1940, over two million youth between seventeen and twenty-three years of age had been enrolled in the camps. One of the most successful and popular of the emergency youth provisions, the CCC camps have taught their enrollees industry, regularity, obedience, neatness, order, respect, and technical skill as well as laying the basis for good health and wholesome recreational habits. So effective have these camps been in rehabilitating distressed youth that there is a high likelihood of their remaining a permanent feature of the national youth program.

The American Council on Education showed characteristic and commendable concern for the youth problem by appointing the American Youth Commission and securing substantial subsidies for its operation. Under the able direction, first of Homer P. Rainey, now president of the University of Texas, and more lately of Floyd W. Reeves, the American Youth Commission has made studies and presented facts that have enlightened and informed the public and developed sympathy and understanding

for youth that is now and will continue to be of inestimable value to the boys and girls of America. Since youth have told their story in the remarkable study of Howard M. Bell, sponsored by the American Youth Commission, youth will never again be ignored and misunderstood as they have been in the past.

However, as we pay tribute to these several attempts to understand and solve the youth problem, we must remember that there exists and has existed for a long time a social agency whose sole purpose is the service of youth, an agency whose equipment and personnel is peculiarly fitted for this service; an agency that is so completely distributed thruout the country that there is no community so large or hamlet so small that its facilities are not available; an agency that spends two and a half billion dollars a year and has the respect and confidence of the entire population. This agency is the school.

When people begin talking about a youth problem and appoint committees and commissions to study it and set up organizations and offices and employ people, most of whom are well-meaning amateurs, to solve the problem, I am at once saddened and angered—saddened because either the school has failed to perform its prescribed function or, performing it faithfully, has failed to receive any due recognition for the performance; angered because the public, with this magnificent agency ready at hand, refuses it support for the extension of its services at the same time that it spends hundreds of millions of dollars on new agencies that are forced to struggle thru a maze of inexperience to accomplish that which the school, with reasonable encouragement, is already equipped to do. For this reason the National Education Association is now viewing with alarm the duplication of educational services by the National Youth Administration and the tendency to duality of administration in the business of education.

Who is to blame for this situation? Perhaps the professional schoolmen and women who have been so unobtrusive, so quietly faithful that everyone has taken them for granted and never realized their capacity for the larger educational service to out-of-school and unemployed youth who have now become the object of solicitous attention and whose needs seem capable of being met only by some new agency with a startling program, national prestige, and vast resources.

If there is a youth problem, and there probably is, the one million trained educators of the country should be the first people to turn to in order to find a solution for it. But we have contempt for familiar things. The bizarre and the remote more easily secure our attention and enlist our support. The schools must solve the youth problem first, by making the public realize that they can do so, then by securing the necessary support, and finally by extending their services both horizontally and vertically to reach far beyond the present traditional limits of twelve years of narrow academic experience. Youth know and love their schools and will turn to them willingly if invited.

But if the schools are the proper agency with which to entrust the task of marshaling the youth movement and of solving the youth problem, it

becomes peculiarly the responsibility of the teacher-education institutions to realize the challenge which bewildered youth makes to society and thru their leadership send forth teachers aware of the larger issues of the problem, prepared to serve in a wider variety of fields of learning and a greater span of human age levels, prepared to meet the needs of out-of-school youth so that they will no longer be out of school, prepared to help the thwarted adult by guiding him to his longed-for goal, prepared, indeed, in all the width and depth of the need of youth to render the expert service which society must receive that its citizenship will be ever wiser and stronger to achieve America's high destiny.

As long as we continue to raise the standards of the teaching profession, demanding that only those of character and competence, integrity and intelligence, sympathy and understanding shall be permitted to serve youth thru the schools, no dictator will rule this land, and these youth when they have arrived at years of discretion will bless us as youth has always blessed its wise and faithful teachers and will gaze proudly upon the Stars and Stripes, the symbol of America, the land of freedom and opportunity in whose defense they will be ready to make any sacrifice.

REPORT OF THE SECRETARY

The year 1940 has brought to the teachers colleges the problems which are faced in general by all the institutions of the United States in these difficult times. These have reflected themselves in the activities of the secretary's office. It has been necessary to carry not only the routine but also to meet those special situations connected with education and the national defense. It is clearly the desire of all our institutions to contribute directly to the national defense in the immediate sense and it is quite as clear that the teachers colleges need to devote themselves more vigorously than ever to the problem of transferring and improving the common culture during a period of great stress.

The secretary has, at the request of the president, served as a representative of the Association on the National Committee on Education and Defense brought into being in July 1940 by the united action of the National Education Association and the American Council on Education. He has served as a member of the executive committee of this group. These obligations have taken him to Washington for meetings of committees eight times before the 1941 meeting.

The usual office routine has been carried forward. The annual reports from accredited institutions have been collected and analyzed. Increasingly, the work of the office involves distribution of information which is available only thru its files. States and institutions ask for comparative data on which to base the development of policy.

The membership for 1940 was 185. The number of institutions on the accredited list was 158. By action of the Association, reinforced at the last meeting, institutions not on the accredited list in 1942 may not be members of the organization after that time. This will doubtless result in a number of institutions being added to the accredited list. Despite the general discussion in regard to the usefulness and difficulties in the accrediting procedure in higher institutions, the list of the American Association of Teachers Colleges continues to grow, and it is the judgment of the Executive Committee that for the time being at least the Association should continue in the business of accrediting teachers colleges.

The activities of the standing committees and subcommittees have continued the important work of previous years with some new developments which are reflected in the reports printed in the yearbook in connection with the minutes of the annual meeting. In his report of the developments during the twenty-four years of the

history of the Association at the annual dinner the secretary suggested that the Association was in effect a school for executives, self-organized and directed toward the specific problems which arise for executives. It is the constant testimony of the men who serve on the committees, to which there have been five hundred assignments, that this is one of the most profitable professional experiences available to our men. This concept of the work of the Association seems to indicate the path of greatest usefulness in the future.

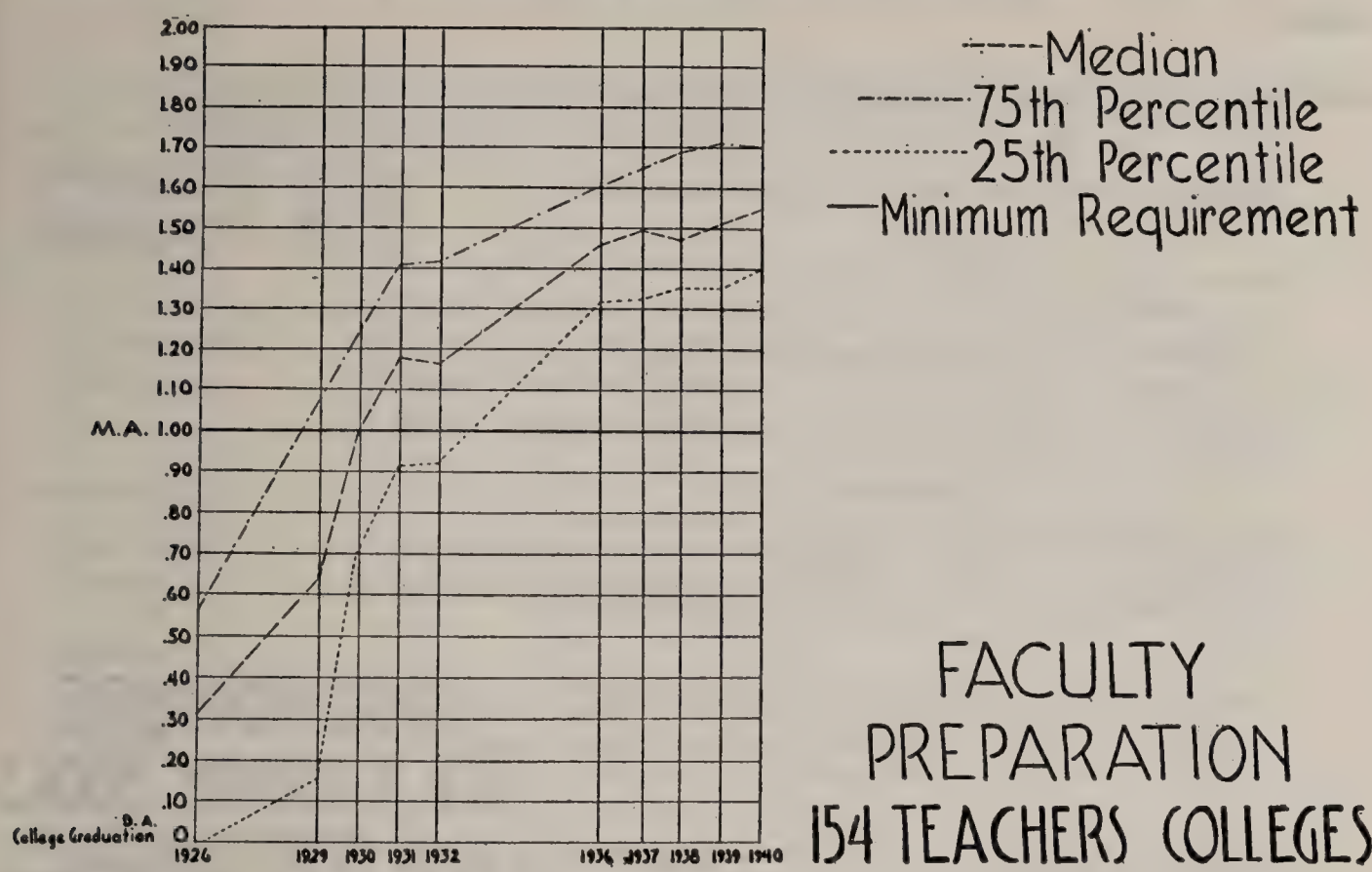
Proposals for a new organization of all those interested in the education of teachers have received attention this year by the committees of the American Association of Teachers Colleges as well as by other organizations. These discussions clearly indicate the responsibility of the American Association of Teachers Colleges to the whole field of teacher education. At the same time, it seems to be the present judgment that the American Association of Teachers Colleges serves a unique purpose as at present organized; that other activities which may be promoted should be added to our present plan in such a way as to leave it intact.

The analysis of the annual reports is reported in the following table:

Percentile Standings
1939-40

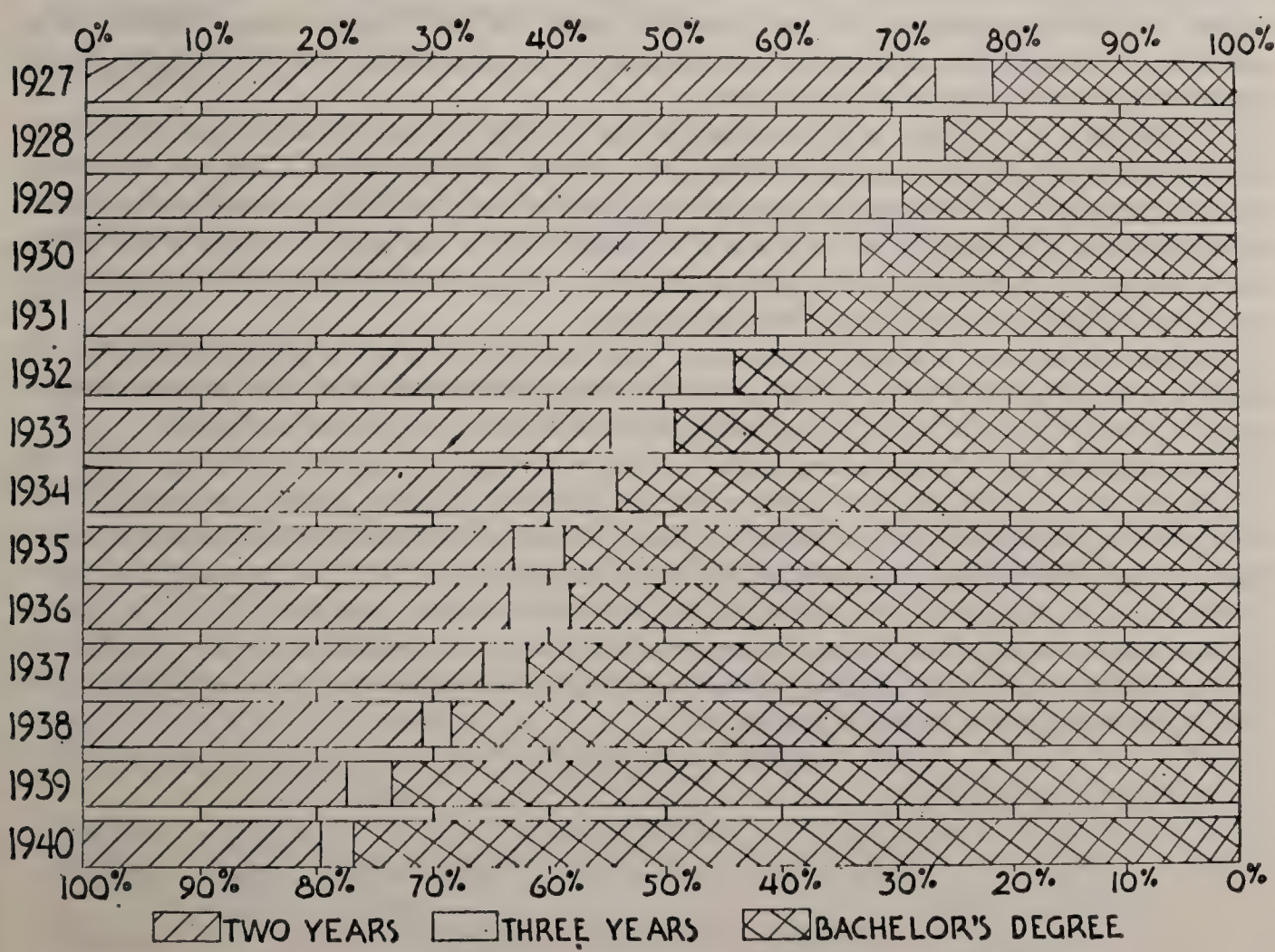
Item	10th Pctile	25th Pctile	Median	75th Pctile	90th Pctile
Weighted score for faculty preparation	5.28	5.40	5.54	5.70	5.83
Ratio of Ph.D.'s to total faculty	13.27%	18.92%	24.14%	30.84%	35.29%
Ratio of 60 hours or more to total faculty	22.22%	29.27%	36.67%	44.44%	52.17%
Student-teacher ratio	21.78	19.80	17.66	15.03	12.38
Teaching load	14.30	13.68	12.84	11.72	10.27
Number of volumes in college library	15,804	18,638	23,351	35,245	52,389
Expenditure for books and periodicals per student	$2.38	$3.08	$4.34	$5.95	$8.39
Ratio library budget to total college budget	3.27%	3.98%	4.83%	6.22%	7.47%
Income from student fees per student	$1.85	$31.69	$59.73	$92.58	$118.91
Expenditure for personal service, maintenance, and operation per student	$198.30	$229.61	$280.12	$382.78	$442.04
Loan funds available per student	$0	$1.28	$6.56	$15.87	$32.34
Loans and scholarships granted per student	$0	$1.52	$3.82	$9.96	$17.83
Federal work grants per student	$3.19	$10.56	$12.65	$13.98	$16.70

The trend in faculty preparation is repeated in the chart below:



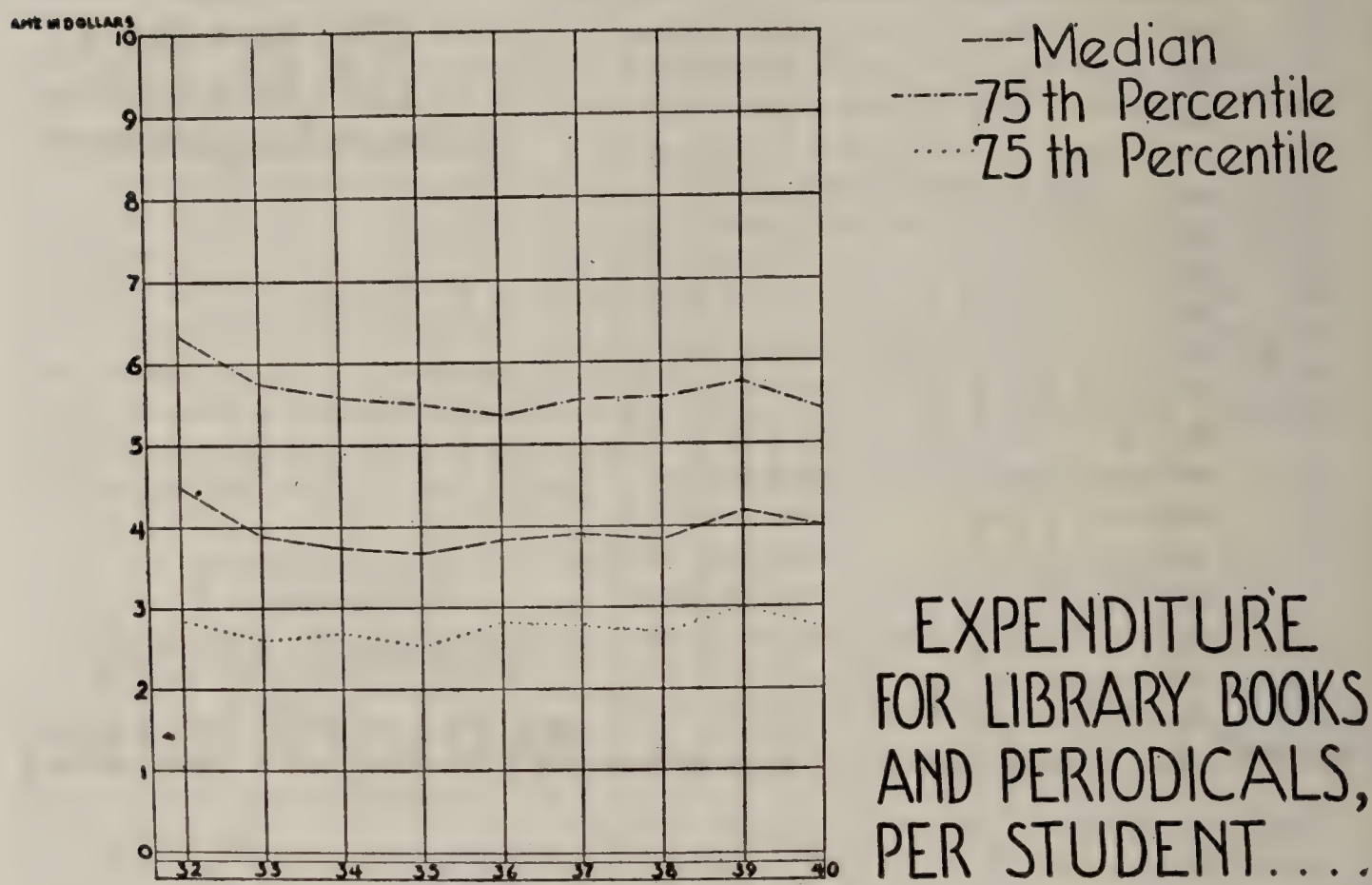
FACULTY PREPARATION 154 TEACHERS COLLEGES

The trend with regard to the level at which students graduate from the teachers college is shown below:



GRADUATES FROM TEACHERS COLLEGES

The trend for expenditure for library books and periodicals per student is shown below:



The secretary's office furnished to each institution charts on which the standing of the institution was plotted with reference to the whole group in each one of these items. While fragmentary, it will be the policy of the Accrediting Committee to continue to furnish these data to institutions on the accredited list pending the development of more adequate procedures.

The secretary wishes to acknowledge the assistance of Philip Carstens in the preparation of the percentile charts and of the Mathematics Club of the State Normal School at Oneonta in the preparation of the tables showing comparative data between 1915 and 1940. It should be noted that in the case of these latter tables the number of institutions does not cover either the accredited list or the membership but is presented as a fairly reliable sampling.

The members are reminded that the office bulletin which has now passed into its second year is at the disposal of the standing committees and the membership in general as a means of conveying announcements to all the membership.

The work of the Association seems to grow in quality and in meaning. With the added resources and improved status of the teachers colleges come new responsibilities and opportunities. The committee programs for the coming year seem to be of unusual significance. The possibility of a two-week school for executives offers promise of intensive development of the teachers college program. It is the genius of our organization that it has been devoted from the beginning to the welfare of all the children of all the people. The power of this central purpose has as yet been realized only in the smallest measure.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES LIST OF ACCREDITED INSTITUTIONS—1941-42

Longest curriculum which has been approved indicated in number of years before each institution. Graduate work is not accredited in this list.

Location	*Institution*	*President*
ALABAMA		
Florence	4/State Teachers College	J. A. Keller
Jacksonville	4/State Teachers College	C. W. Daugette
Livingston	4/State Teachers College	N. F. Greenhill
Troy	4/State Teachers College	Charles B. Smith
ARIZONA		
Flagstaff	4/Arizona State Teachers College	T. J. Tormey
Tempe	4/Arizona State Teachers College	Grady Gammage
ARKANSAS		
Arkadelphia	4/Henderson State Teachers College	Joseph A. Day
Conway	4/Arkansas State Teachers College	H. L. McAlister
CALIFORNIA		
Fresno	4/Fresno State College	Frank W. Thomas
San Diego	4/San Diego State College	Walter R. Hepner
San Francisco	4/San Francisco State College	A. C. Roberts
COLORADO		
Greeley	4/Colorado State College of Education	George W. Frasier
Gunnison	4/Western State College	C. C. Casey
CONNECTICUT		
Danbury	4/State Teachers College	Ralph C. Jenkins
New Britain	4/Teachers College of Connecticut	H. D. Welte
New Haven	4/State Teachers College	F. E. Engleman
Willimantic	4/State Teachers College	George H. Shafer
DISTRICT OF COLUMBIA		
Washington	4/Miner Teachers College	E. A. Clark
Washington	4/Wilson Teachers College	E. C. Higbie
GEORGIA		
Collegeboro	4/South Georgia Teachers College	Marvin S. Pittman
Milledgeville	4/Georgia State College for Women	Guy H. Wells
ILLINOIS		
Carbondale	4/Southern Illinois State Normal University	Roscoe Pulliam
Charleston	4/Eastern Illinois State Teachers College	Robert G. Buzzard
Chicago	4/Chicago Teachers College	John A. Bartky
De Kalb	4/Northern Illinois State Teachers College	Karl L. Adams
Macomb	4/Western Illinois State Teachers College	W. P. Morgan
Normal	4/Illinois State Normal University	R. W. Fairchild

Location	*Institution*	*President*
INDIANA		
Indianapolis	4/College of Education, Butler University	P. M. Bail, Dean
Muncie	4/Ball State Teachers College	L. A. Pittenger
Terre Haute	4/Indiana State Teachers College	Ralph N. Tirey
IOWA		
Cedar Falls	4/Iowa State Teachers College	Malcolm Price
KANSAS		
Emporia	4/Kansas State Teachers College	Thomas W. Butcher
Hays	4/Fort Hays Kansas State College	C. E. Rarick
Pittsburg	4/Kansas State Teachers College	O. P. Dellinger, Acting
Wichita	4/College of Education, University of Wichita	Leslie B. Sipple, Dean
KENTUCKY		
Bowling Green	4/Western Kentucky State Teachers College	Paul L. Garrett
Morehead	4/Morehead State Teachers College	William H. Vaughan
Murray	4/Murray State Teachers College	James H. Richmond
Richmond	4/Eastern Kentucky State Teachers College	H. L. Donovan
LOUISIANA		
Lafayette	4/College of Education, Southwestern Louisiana Institute	M. D. Doucet, Dean
Natchitoches	4/Louisiana State Normal College	A. A. Fredericks
MARYLAND		
Towson	4/State Teachers College	M. Theresa Wiedefeld
MASSACHUSETTS		
Worcester	4/State Teachers College	Clinton E. Carpenter
MICHIGAN		
Kalamazoo	4/Western State Teachers College	Paul V. Sangren
Marquette	4/Northern State Teachers College	H. A. Tape
Mt. Pleasant	4/Central State Teachers College	C. L. Anspach
Ypsilanti	4/Michigan State Normal College	J. M. Munson
MINNESOTA		
Bemidji	4/State Teachers College	Charles R. Sattgast
Duluth	4/State Teachers College	Herbert Sorenson
Mankato	4/State Teachers College	Frank D. McElroy
Moorhead	4/State Teachers College	R. B. MacLean
St. Cloud	4/State Teachers College	George A. Selke
Winona	4/State Teachers College	O. Myking Mehus
MISSISSIPPI		
Cleveland	4/Delta State Teachers College	W. M. Kethley
Hattiesburg	4/Mississippi Southern College	J. B. George

Location	*Institution*	*President*
MISSOURI		
Cape Girardeau	4/Southeast Missouri State Teachers College	W. W. Parker
Kansas City	4/Teachers College of Kansas City	James C. Bond
Kirksville	4/Northeast Missouri State Teachers College	Walter H. Ryle
Maryville	4/Northwest Missouri State Teachers College	Uel W. Lamkin
St. Louis	4/Harris Teachers College	W. N. Sellman, Principal
St. Louis	4/Stowe Teachers College	Ruth M. Harris, Principal
Springfield	4/Southwest Missouri State Teachers College	Roy Ellis
Warrensburg	4/Central Missouri State Teachers College	G. W. Diemer
MONTANA		
Dillon	4/Montana State Normal School	Sheldon E. Davis
NEBRASKA		
Chadron	4/Nebraska State Teachers College	E. L. Rouse, Acting
Kearney	4/Nebraska State Teachers College	Herbert L. Cushing
Peru	4/Nebraska State Teachers College	W. R. Pate
Wayne	4/Nebraska State Teachers College	J. T. Anderson
NEW HAMPSHIRE		
Keene	4/Keene Teachers College	Lloyd P. Young
Plymouth	4/Plymouth Teachers College	Ernest L. Silver
NEW JERSEY		
Glassboro	4/State Teachers College	Edgar F. Bunce
Jersey City	4/State Teachers College	Chris C. Rossey
Newark	4/State Teachers College	Roy L. Shaffer
*Paterson	4/State Teachers College	Clair S. Wightman
Trenton	4/State Teachers College	Roscoe L. West
Upper Montclair	4/State Teachers College	H. A. Sprague
NEW MEXICO		
Las Vegas	4/New Mexico Normal University	Edward Eyring
Silver City	4/New Mexico State Teachers College	H. W. James
NEW YORK		
Albany	4/State College for Teachers	John M. Sayles, Acting
Buffalo	4/State Teachers College	Harry W. Rockwell
Fredonia	3/State Normal School	L. R. Gregory, Principal
Geneseo	3/State Normal School	James B. Welles, Principal
New Paltz	3/State Normal School	L. H. van den Berg, Principal
Oneonta	3/State Normal School	Charles W. Hunt, Principal
Oswego	3/State Normal School	R. W. Swetman, Principal
Potsdam	3/State Normal School	Clarence O. Lehman, Principal

* Subject to reinspection.

Location	*Institution*	*President*
NORTH CAROLINA		
*Asheville	4/Asheville College	Frank C. Foster
Boone	4/Appalachian State Teachers College	B. B. Dougherty
Cullowhee	4/Western Carolina Teachers College	H. T. Hunter
Greenville	4/East Carolina Teachers College	Leon R. Meadows
NORTH DAKOTA		
*Dickinson	4/State Teachers College	Charles E. Scott
*Mayville	4/State Teachers College	Cyril W. Grace
*Minot	4/State Teachers College	C. C. Swain
*Valley City	4/State Teachers College	James E. Cox
OHIO		
Bowling Green	4/Bowling Green State University	Frank Prout
Cleveland	4/School of Education, Western Reserve University	H. N. Irwin, Dean
Cleveland	4/Sisters College	John R. Hagan, Director
Kent	4/Kent State University	Karl C. Leebrick
Oxford	4/School of Education, Miami University	E. J. Ashbaugh, Dean
Wilmington	4/Wilmington College	S. Arthur Watson
OKLAHOMA		
Ada	4/East Central State College	A. Linscheid
Alva	4/Northwestern State College	Chester O. Newlun
Durant	4/Southeastern State College	T. T. Montgomery
Edmond	4/Central State College	R. R. Robinson
Tahlequah	4/Northeastern State College	John Vaughan
Weatherford	4/Southwestern State College of Diversified Occupations	James B. Boren
OREGON		
Ashland	3/Southern Oregon College of Education	Walter Redford
La Grande	3/Eastern Oregon College of Education	Roben J. Maaske
Monmouth	3/Oregon College of Education	C. A. Howard
PENNSYLVANIA		
Bloomsburg	4/State Teachers College	H. A. Andruss
California	4/State Teachers College	Robert M. Steele
Clarion	4/State Teachers College	Paul G. Chandler
East Stroudsburg	4/State Teachers College	Joseph F. Noonan
Edinboro	4/State Teachers College	L. H. Van Houten
Indiana	4/State Teachers College	LeRoy A. King
Kutztown	4/State Teachers College	Q. A. W. Rohrbach
Lock Haven	4/State Teachers College	J. G. Flowers
Mansfield	4/State Teachers College	Lester K. Ade
Millersville	4/State Teachers College	Landis Tanger
Shippensburg	4/State Teachers College	A. L. Rowland
Slippery Rock	4/State Teachers College	Dale McMaster
West Chester	4/State Teachers College	Charles S. Swope

* Subject to reinspection.

Location	*Institution*	*President*
SOUTH DAKOTA		
Aberdeen	4/Northern State Teachers College	N. E. Steele
Madison	2/Eastern State Normal School	V. A. Lowry
Spearfish	2/Spearfish Normal School	E. C. Woodburn
Springfield	2/Southern State Normal School	W. A. Thompson
TENNESSEE		
Johnson City	4/State Teachers College	C. C. Sherrod
Memphis	4/State Teachers College	Richard C .Jones
Murfreesboro	4/State Teachers College	Q. M. Smith
Nashville	4/Tennessee Agricultural & Industrial State Teachers College	W. J. Hale
TEXAS		
Alpine	4/Sul Ross State Teachers College	H. W. Morelock
Canyon	4/West Texas State Teachers College	J. A. Hill
Commerce	4/East Texas State Teachers College	S. H. Whitley
Denton	4/North Texas State Teachers College	W. J. McConnell
Huntsville	4/Sam Houston State Teachers College	Charles N. Shaver
Nacogdoches	4/Stephen F. Austin State Teachers College	A. W. Birdwell
San Marcos	4/Southwest Texas State Teachers College	C. E. Evans
VIRGINIA		
Farmville	4/State Teachers College	J. L. Jarman
Fredericksburg	4/Mary Washington College	M. L. Combs
Harrisonburg	4/Madison College	S. P. Duke
Radford	4/State Teachers College	D. W. Peters
WASHINGTON		
Bellingham	4/Western Washington College of Education	W. W. Haggard
Cheney	4/Eastern Washington College of Education	Ralph E. Tieje
Ellensburg	4/Central Washington College of Education	R. E. McConnell
WEST VIRGINIA		
Athens	4/Concord State Teachers College	J. F. Marsh
Fairmont	4/Fairmont State Teachers College	Joseph Rosier
Glenville	4/Glenville State Teachers College	E. G. Rohrbough
Huntington	4/Marshall College	J. E. Allen
Shepherdstown	4/Shepherd State Teachers College	W. H. S. White
West Liberty	4/West Liberty State Teachers College	Paul N. Elbin
WISCONSIN		
Eau Claire	4/State Teachers College	W. R. Davies
La Crosse	4/State Teachers College	Rexford S. Mitchell
Menomonie	4/The Stout Institute	B. E. Nelson
Milwaukee	4/State Teachers College	Frank E. Baker
Oshkosh	4/State Teachers College	Forrest R. Polk
Platteville	4/State Teachers College	A. M. Royce
River Falls	4/State Teachers College	J. H. Ames
Stevens Point	4/Central State Teachers College	William C. Hansen
Superior	4/State Teachers College	J. D. Hill

American Educational Research Association

GENERAL INFORMATION

THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION *became a department of the National Education Association in July 1930. This Association is composed of persons who are engaged in technical research in education, including directors of research in school systems, instructors in educational institutions, and research workers connected with public or private educational agencies.*

The officers of the Department for the year 1941–42 are: PRESIDENT, *T. R. McConnell, Professor of Education, University of Minnesota, Minneapolis, Minn.;* VICEPRESIDENT, *Arthur I. Gates, Professor of Education, Teachers College, Columbia University, New York, N. Y.;* SECRETARY-TREASURER, *Helen M. Walker, Professor of Education, Teachers College, Columbia University, New York, N. Y.;* EXECUTIVE COMMITTEE, *President, Vicepresident, Secretary-Treasurer, and Chairman of the Editorial Board, ex officio, and the following immediately preceding Past President, Carter V. Good, Professor of Education, Teachers College, University of Cincinnati, Cincinnati, Ohio;* EDITORIAL BOARD, *Douglas E. Scates, Chairman, Associate Professor of Education, Duke University, Durham, N. C.; Bess Goodykoontz, Assistant Commissioner of Education, U. S. Office of Education, Federal Security Agency, Washington, D. C.; Frank N. Freeman, Dean, School of Education, University of California, Berkeley, Calif.; President and Secretary, ex officio.*

The Association has approximately 550 members; of these, one is a resident of the Philippines and two are foreigners—a Canadian and an Australian. Annual dues for active members of the Association are $5. The chief publication of the Association is the REVIEW OF EDUCATIONAL RESEARCH, *published five times a year, Volume I having been published in 1931. Each issue of the* REVIEW OF EDUCATIONAL RESEARCH *summarizes the research studies and scientific investigations bearing on a specific topic and includes extensive bibliographies. The December issue annually carries the membership list of the Association. With the exception of a few numbers, now out of print, back issues of the* REVIEW OF EDUCATIONAL RESEARCH *are available from the headquarters at Washington, D. C., price, $1 each. A* CUMULATIVE INDEX *for Volumes I–X (1931–1940) is being published in 1941.*

Hundreds of individuals and institutions thruout the United States and territories, as well as in most of the major countries of the world, altho not members of the American Educational Research Association, are numbered among the subscribers to the REVIEW OF EDUCATIONAL RESEARCH. *The subscription rate is $4 per year.*

OUR FIRST TWENTY-FIVE YEARS

B. R. BUCKINGHAM, GINN AND COMPANY, BOSTON, MASS.

TONIGHT WE TURN OUR MINDS BACK to a group of eight men who broke bread together at Cincinnati one day during the week of the meeting of the Department of Superintendence in 1915. Early that morning my friend, Albert Shiels, of the New York City public schools, had invited me to meet with him and a few others at luncheon. These others, he said, were all directors of educational research in various parts of the country. I readily accepted the invitation, and when I reached the table I found there were six other men. They were Leonard P. Ayres, Russell Sage Foundation; Frank W. Ballou, Boston; S. A. Courtis, Detroit public schools; Edwin Hebden, Baltimore; George Melcher, Kansas City, Missouri; and Joseph P. O'Hern, Rochester, New York. Before we adjourned we elected Ballou president and Melcher secretary.

None of these men held a college or university position. All but Ayres were in public-school work. Each was a director, either in fact or in actual title, of a research organization in education. Appropriately, therefore, the organization which was projected on that occasion was called "The National Association of Directors of Educational Research." This formidable title was officially adopted when it became a part of the constitution which Courtis was requested to formulate and which was accepted a year later. This constitution emphasized not only by the name of the organization but also by specific statement the fact that the Association was in the interest of holders of a particular type of position.

One of the two specific objectives of the Association was "the formation of independent departments of educational research in all systems of public instruction." The membership requirements were to the same effect. "Any person," reads our first constitution, "holding the position of director of, or supervising, a department of educational research in an educational institution, or any immediate assistant of such director, shall be eligible for full membership." It is true that the constitution also provided for associate members, altho I do not recall that we had any. Associate membership was extended to "any person actively engaged in research work in education, but holding some position other than in a department of research."

Bureaus of research were just making their influence felt. They were called by all sorts of names. They differed greatly in size, in relationship to the rest of the department of education, and in the kind of work they were expected to do. This was inevitable. The movement to establish an office for the continuous study of the needs of a school system was only three or four years old. Some offices were established against strong opposition. Some were in response to outside demands for information which existing agencies were unable or unwilling to furnish. Others resulted from a need felt by the superintendent himself for a new type of service. In those days there was much discussion as to whether the bureau of

research should be subordinate to the superintendent or directly responsible to the board of education. In time our Association came to favor subordination to the superintendent. This, however, was not so true in the early years. Some of the early members were themselves directors of bureaus by virtue of a movement in which the city superintendent had no part. These men naturally reflected the belief that an organization directly responsible to the board of education was a salutary check upon the pretensions of city superintendents to assume complete educational responsibility.

Some so-called research bureaus were really offices for collecting routine data for business managers, school architects, and budget-makers. Such bureaus tended to be outside the superintendent's office. One large bureau was practically forbidden to go into the classroom or to conduct experimental research. As far as I can judge from the discussions at our early meetings, this sort of thing was deplored. Indeed, altho our members were not holders of university positions, and altho they were confronted with insistent demands for routine service, they all sought the opportunity to do real educational research. Our first constitution recognized this aspiration, altho in a way which to us today seems rather oblique.

For example, the second of the two constitutional objectives of the new organization was said to be "the promotion of the practical use of educational measurement in all educational research." The peculiar phraseology of this second objective, an objective which was intended to encourage research, is significant. The new organization announced its desire to promote the use of *educational measurement.* You will remember that our first constitution was drafted by Courtis; but I do not recall that Courtis' fellow members essentially altered the instrument which he prepared. In those days Courtis was an outstanding exponent of educational measurement, and the rest of us were not disposed to dissent from his doctrine. The fact is that in the teens of this century, when our national organization was a group of directors of bureaus of research, we were all measurers.

The construction of a measuring instrument, that is, of a test or scale, was regarded as a worthy piece of research. Sometimes it *was,* especially when the method of construction was new. But the giving of tests to large numbers of children thruout a school system was not regarded by our founders as research unless the returns from the testing were used in solving a problem of some educational importance. The clause in our first constitution to which I am directing your attention obviously applies at this point. The new Association was committed, you will observe, not to educational measurement as such, but to the *use* of educational measurement in educational research.

To sharpen my insistence that our early leaders, while exalting measurement, demanded its use, I have just left out two important limiting words from my abstract of this clause. One of them is the word *practical* ("practical use"); the other is the word *all* ("all educational research"). Notice the effect of the word *practical.* Our organization, composed

largely of men in public-school systems, felt the need of promoting practical as opposed to theoretical investigations. I think these men had some contempt for pure research. Leave that, said they, to the university professor and his graduate students. Now notice the effect of the word *all*. We were committed not merely to the practical use of educational measurement but to its use in *all* educational research. The perspective of twenty-five years makes this pronouncement indefensible and even naive. Educational measurement in the sense in which the founders of our Association used the term cannot be applied in *all* educational research. It does not apply to historical or documentary research, to a great deal of psychological research, and to most research based on clinical data, observation, and interview. It leaves out of account most financial research and the research which deals with buildings and equipment.

You will see at once that our organization in its inception was one-sided. On this twenty-fifth anniversary I need not point out to you the worth, whether in education, economics, industry, medicine, or any great classification of human endeavor, of the kind of research which seeks truth without concern for practical utility. Pure research is ultimately justified on precisely the same grounds that practical research is justified, namely, its utility. It was inevitable that the lack of balance evident in the early days of our Association should be rectified. This rectification took place partly thru a change of heart among the early members themselves and partly, perhaps primarily, thru the admission of college and university representatives to membership.

On the other hand, it must be said of the group which founded our Association that it was probably the only group that could have done so. University research workers had been in the field as experimental educationists for a good while; yet there appeared to be no cohesion among them. They had no sounding board, except perhaps Section L (later Section Q) of the American Association for the Advancement of Science. Even Section L had no effective existence between programs. It had no official organ and published no proceedings. It put educational research workers on its program only when the maker of the program happened to be hospitable to that sort of thing—for example, Hanus' program at Philadelphia in 1914, when Thorndike, Freeman, Dearborn, Monroe, Haggerty, and Trabue all reported. Moreover, neither in universities nor elsewhere did educational research workers have a journal devoted to their interests.

Our younger members today hardly realize the extent to which the organization owed its inception to the educational survey which was then in full swing. At least thirty city surveys had been published by 1915, including the Montclair Survey of 1911, of which Paul H. Hanus was director; the New York City Survey of 1912-1913, also directed by Hanus; the Boise Survey of 1913, in which Edward C. Elliott, Charles H. Judd, and George D. Strayer collaborated; the Bridgeport Survey of 1913, directed by J. H. Van Sickle; the Springfield, Illinois, Survey of 1914, directed by Leonard P. Ayres; and Cubberley's two surveys of

1915, namely, Oakland, California, and Portland, Oregon. Besides the city surveys published from 1910 to 1915 there were also thirty or forty state educational surveys of one kind or another.

It is a sure sign that a certain maturity in survey technic was believed to have been reached by 1915 that articles enunciating the so-called principles of surveys had begun to appear. Ayres wrote such an article in *School and Society*, and ventured upon "A Survey of School Surveys" at the second Indiana Conference on Educational Measurement in the spring of 1915. In 1914 the United States commissioner of education reported on "School Surveys," and in the same year H. L. Smith and Charles H. Judd wrote a book entitled *Plans for Organizing School Surveys, with a Summary of Typical Surveys.*

The following men were especially prominent as directors of the first surveys: Paul H. Hanus, Elwood P. Cubberley, George D. Strayer, Charles H. Judd, and Leonard P. Ayres. All of them became either regular or honorary members of our Association, and Leonard Ayres was one of its founders. All these men favored the establishment of local research bureaus and said so in their surveys. They therefore influenced the membership of the national organization. Ballou became interested in educational research thru Hanus at Harvard. He wrote an important section of the New York City Survey under the direction of Hanus. The establishment in 1914 of a research bureau in the Boston public schools with Ballou at its head was no doubt due in part to the presence and influence of this pioneer in educational research at Harvard. I was influenced to take up educational research by both Strayer and Thorndike. Even Courtis, who as nearly as anyone among the founders was a self-starter, would, I am sure, acknowledge the influence of Hanus for whom, like Ballou, he wrote a section of the New York City Survey.

Two of the other founders, both now deceased, namely, Hebden of Baltimore and O'Hern of Rochester, owed their local positions and consequently their eligibility to membership partly to the fact that surveys had been made in their cities. Melcher was influenced by Charters, who was then at the University of Missouri. Albert Shiels was not himself a research man; he was an administrator interested in research. His bureau, however, and therefore his eligibility as a charter member of our organization, depended squarely upon the New York Survey which recommended a department for the continuous study of the schools. Thus we come around again to Hanus. Indeed, one of the surprises awaiting me as I studied the early history of our national Association was a realization of the debt which organized research in education owes to him.

This is enough about the inception of our organization. The thing was inevitable. For almost twenty years—certainly since Rice brought out his articles in the *Forum* in the late nineties—men of stature had been working more or less in isolation on topics of genuine educational significance. A steady influence was exerted from abroad by Winch, the Englishman; by Meumann, the German; and by Claparede, the Frenchman. These men were psychologists, but they applied their psychology to

educational matters. Moreover, they were all feeling their way toward more objective methods and better means of measurement. Given the impetus of the survey movement with the consequent establishment of many bureaus of research, the organization of an association devoted to this new interest could not be long delayed. The younger men and women of today can scarcely appreciate the enthusiasm for the new method of treating education objectively and for the new means for doing so which swept over the country in those days.

At Detroit in 1916, under the presidency of Ballou and with Melcher as secretary, the first program of the new organization was presented. It was presented, however, to the membership itself and took the form of a dinner and an evening discussion in which about a dozen members participated.

The *Educational Research Bulletin* was established at this meeting. It was to be distributed quarterly by the secretary. Every member was enjoined to render a report of his doings for each issue. Indeed, by constitutional provision, regular members who failed to contribute to the *Bulletin* during the year were to be demoted to associate membership at the next annual meeting. This rule, as far as I know, was never enforced; in fact, associate membership remained a futile constitutional gesture.

At or before the Detroit meeting the original eight members were joined by at least a dozen more. No list of these new members has been preserved, but the following sent Secretary Melcher reports for No. 1 of the *Bulletin* (dated April 20, 1916, less than two months after the Detroit meeting): Homer W. Anderson, then of Dubuque, Iowa, and later of Omaha, Nebraska; E. J. Ashbaugh, State University of Iowa; Allen T. Burns, Cleveland Foundation; Earle Clarke, Russell Sage Foundation; Charles Fordyce, University of Nebraska; F. J. Kelly, University of Kansas; Walter S. Monroe, Emporia, Kansas; Eugene A. Nifenecker, New York City public schools; W. W. Phelan, University of Oklahoma; Arthur H. Richardson, Russell Sage Foundation; J. W. Richardson, Hibbing, Minnesota; and Wilford E. Talbert, Oakland, California. In that *Bulletin*, H. A. Brown of the New Hampshire State Department of Education was mentioned as a new member—probably elected at the Detroit meeting. Very likely C. W. Sutton of Cleveland and M. E. Haggerty of the University of Minnesota were of the class of 1916. At any rate they reported for *Bulletin* No. 2, issued in July 1916. They may not have completed their reports in time for the first issue.

Perhaps William A. Averill belongs with this group. He was certainly a member before the 1917 meeting, for he reported in *Bulletin* No. 4 issued February 1, 1917. Here then are sixteen additional members, most of whom, perhaps all, date their membership from the annual meeting at Detroit in 1916.

At this meeting honorary membership was extended to E. L. Thorndike, Paul Hanus, and James M. Rice—each of whom accepted membership in a graceful note which appeared in the *Bulletin*.

W. S. Monroe was elected president at the Detroit meeting. He had obtained his doctorate from Chicago the previous year and was at that time at the Emporia Normal School (as director of research). Melcher was continued as secretary for a second year.

Almost every meeting in these early days was characterized by some new development. This was true of the third meeting held at Kansas City in 1917 under the presidency of Monroe. One new item was a public program. It was only a half-day session, but attendance was not confined to the organization. A second item worth mentioning in connection with the 1917 meeting was the bold decision to produce a yearbook on research. This decision was rapidly put into effect, and the book appeared a year later under the title, *Measurement of Educational Products.* It was presented to the public as the Seventeenth Yearbook, Part II, of the National Society for the Study of Education. All the contributions except a bibliography were from members of our group.

At this Kansas City meeting, Courtis was elected president and Melcher was continued for a third year as secretary.

The 1918 meeting took place at Atlantic City, Courtis presiding. For the first time a provision was made for annual dues. The original constitution not only did not provide for dues but specifically forbade them. A constitutional amendment was therefore necessary. Another public program was offered and on that occasion as well as at the business meeting and dinner the new yearbook written by members was the topic of discussion and self-congratulation. Melcher, having served three years as secretary, was succeeded in that office by E. J. Ashbaugh. The organization, three years after the first group of eight had assembled, numbered thirty-six regular members and four honorary members.

At this Atlantic City meeting a proposal was made which was to give succeeding presidents a great deal of concern. It was to the effect that the retiring president should address the organization on the developments in research during the year of his incumbency. This proposal, reaffirmed the following year, was faithfully executed for awhile but finally fell into disuse—not, I think, thru any action rescinding the requirement but simply thru neglect.

I was elected president at the 1918 meeting. I was then educational statistician for the Wisconsin State Board of Education. Before the year was over I was to organize, and for three years thereafter to direct, a bureau of educational research at the University of Illinois.

I presided at the fifth meeting which took place in Chicago in 1919, Ashbaugh being secretary. A feeling had been growing among the members that the public program, together with the annual dinner (with which a business meeting was combined), failed fully to serve the interests of the members. What they wanted was a meeting in which there was plenty of time for discussion of educational questions, of the policies of a growing organization, and of the statistical and experimental technics of peculiar interest to research workers. We talked matters over informally and decided to try a closed meeting the following year—that is, a meeting

at which none but members should be present, a meeting where we could have a program designed to please ourselves and to help us in our local bureaus. We tried it at Cleveland in 1920.

At the banquet in Chicago it was my duty to review the advances in research during 1918. I am sure I did so, altho I have no record of what I said. Toward the close of the evening a nominating committee, which I presume I appointed, brought in a slate which renominated the current officers. It was moved and seconded that one ballot be cast for the slate. Ashbaugh is authority for what followed. Someone, he says it was not I, put the question and everybody voted "aye." Courtis was passing among the members, handing out some material. He voted "aye" along with the rest. Then it occurred to him to ask what we had just voted on. When he was told that we had re-elected the old officers, he protested. But it was too late. The vote had been taken. Thus did I succeed myself as president.

Accordingly, I presided at the sixth meeting which took place at Cleveland in 1920. The most notable event was the closed session held on Monday. We had excellent accommodations—a parlor and private dining room *en suite*. After a program in the forenoon, we all had luncheon together—thirty of us, counting a few guests—in the adjoining dining room. Then we had an afternoon program followed by an evening meal in the same room. As Ashbaugh said, "By this time we thought we owned it."

The programs of the day were such as we ourselves wanted to hear—a report of our Committee on Standards (Courtis, chairman), a paper on diagnosis by Kallom of Boston, and technical papers by Truman L. Kelley and W. S. Monroe on "The Evaluation of Tests." I told the group the story of the *Journal of Educational Research* which Monroe and I had founded, and the first two issues of which had just appeared.

Our open meetings were held on Thursday, morning and afternoon. In the main, the morning program was devoted to reading, and the afternoon program to intelligence. The attendance was good, and as Ashbaugh said in his report, "Judging from . . . the comment of those who heard our offerings, the program was a success."

More than forty people attended the banquet that evening. On this occasion William F. Russell of the State University of Iowa was made an honorary member and responded briefly. My address as retiring president summarized 1919 in research.

As I studied the output of that year for the purpose of this address, the remarkable significance of 1919—the first year of peace after the World War—was borne in upon me. I still think it was a great year. Things seemed to take on new life. There was, for example, some evidence that the test movement had reached maturity. Up to this time, if a superintendent wanted to use a test he generally had to buy it from the author; and the latter was continually running out of stock. If the superintendent wanted half a dozen tests, he might have to place his order with as many individuals or institutions. Yet the demand for tests was growing rapidly,

and in 1919 test materials first began to be issued by commercial publishers. Thus in 1919 test-making passed from an amateur to a professional basis.

At the Cleveland meeting of 1920, our first representative was appointed to serve on the Division of Psychology and Anthropology of the National Research Council. As I recall, I was the appointee, and served for three years. M. E. Haggerty of the University of Minnesota was elected president and Ashbaugh was re-elected secretary. The dues were raised from $2 to $3.

Haggerty managed the 1921 meetings at Atlantic City beautifully. We congratulated him on the fact that all the speakers were present and that each program and each paper began and ended on time. As at Cleveland the year before, we had an all-day closed session; but this time we had it on Saturday before the convention week instead of on Monday. We also tried substituting a luncheon on Thursday for the annual banquet. Too many members, it was said, found it impracticable to remain at the convention city until Friday morning—as they were usually obliged to do if they attended a Thursday evening dinner meeting. The experiment of substituting a luncheon for an evening dinner was promising enough but it did not work. Combined as it was with business, it lasted until 2:30, whereas our public program was scheduled to begin at two o'clock in another building. Haggerty dispatched Charles Fordyce to open the two o'clock meeting. On the whole, the experience with a luncheon was unsatisfactory; we returned next year to the evening meal which we could then prolong as much as we wished without interfering with anything but our sleep. Later, the dinner was transferred from Thursday to Monday evening. When the spirit of innovation seizes us, it may be well to consult our history for friendly lessons of caution.

At this meeting Ayres, who had become vicepresident of the Cleveland Trust Company, tendered his resignation. It was accepted and he was made an honorary member. Three other honorary members were elected—Lotus D. Coffman, Clark Wissler, and J. McKeen Cattell. Secretary Ashbaugh reported that twenty-three active members had been added to the roster during the year. The net result was that six years after the first meeting we had ten honorary members and ninety-one active members.

The open sessions on Thursday continued to be popular with the public. Altho Haggerty had scheduled the morning program to begin at the unusually early hour of nine o'clock, the hall was well filled when we began promptly at that time, and at ten o'clock we were playing to standing room only. Papers were read by Fordyce, Whipple, Buckingham, Bright, Thorndike, W. S. Gray, Horn, Rugg, Ashbaugh, and Courtis.

At the business meeting, held in connection with the luncheon, Harold Rugg was elected president and Ashbaugh was continued as secretary-treasurer. The most important item of business was the revision of the membership article of the constitution. You will recall that up to this time active membership was reserved by the constitution to directors or supervisors of research and their direct assistants. In other words, the essential thing was the position. This arrangement had become unworkable.

In fact, it had of late been frequently ignored. The new membership article provided that active members should be passed upon by the Executive Committee "on the presentation of satisfactory evidence in the form of published or unpublished studies which show ability to arrange, to organize, and to conduct investigations and experimentations."

Thus by 1921 ability as a research worker, not position, was the qualification for membership. How this ability was to be attested and the authority which was to judge it were provided; but these were only the administrative machinery. The Association was no longer a society of directors, and before long its title would be changed to conform to the new conditions.

The 1922 meeting, held in Chicago, was carefully planned both as to open and as to closed meetings. Rugg announced his program well in advance in the *Journal of Educational Research*. Being well planned, the programs and business meeting were uneventful. W. W. Theisen was elected president and Frank N. Freeman became secretary-treasurer.

These officers managed the 1923 meetings at Cleveland. Here, for the first time, we come upon a financial statement. Freeman, in his capacity as treasurer, recorded the fact that he received $172 from Ashbaugh at the beginning of the year and that he had $256 at the end of it. That should have been a source of satisfaction to him. He did not, however, continue as secretary. After serving a year, he was followed by H. A. Greene, and the same meeting that elected Greene ordained that the term of the secretary-treasurer should be three years. I never knew why Freeman served only one year. The tireless service which he was to render later as chairman of our Board of Editors showed his willingness to work for the Association. Maybe he just did not like being a secretary.

The meeting in Cleveland in 1923, under Theisen, was excellent. Without stopping to refer to programs, it will perhaps be worthwhile to indicate how the members of the Association were thinking by reference to three important committees which had been appointed by Rugg at the 1922 meeting.

The first committee (Whipple, chairman) was to study the relationship between our Association and other organizations. A second committee, under the chairmanship of Rugg, was to inquire into the relationship between the *Journal of Educational Research* and other educational journals. The third committee, under the chairmanship of Woody, was to report on matters concerned with our own organization and the way in which it worked. In this connection the perennial question of pure versus practical research was in mind, as were also the qualifications for membership and the character of our programs.

All three of these committees reported at the 1923 meeting and their reports gave rise to considerable discussion. Whipple stated that his committee had canvassed the plans of our Association, of the National Society for the Study of Education, and of the National Society of College Teachers of Education. The committee found that these plans were in no material conflict. Each organization seemed to be developing along

distinct, tho related, lines. The committee recommended that each association keep in touch with the others in order to prevent overlapping.

Rugg's committee on educational journalism found a considerable degree of duplication of effort but was at a loss to know what could be done about it. Accordingly, the committee was of the opinion that it was not desirable to attempt a formal definition of the field appropriate to each educational journal. A particular case was made as to the relationship between the *Journal of Educational Psychology* (of which Rugg was the editor) and the *Journal of Educational Research*. A working arrangement was suggested to the effect that the former should stress theoretical, and the latter, practical research articles.

Woody, in reporting for the committee on the functions of the Association, referred to a questionnaire which he had submitted to the members. He said that 92 percent of them were satisfied with the present organization. He noted the great flexibility of our programs and expressed the belief that the interests of the majority of the members were general rather than special. He concluded his report by recommending no change in our organization.

At this same meeting—the Cleveland meeting in 1923—the Pacific Coast Educational Research Association applied early in the week to our Executive Committee for affiliation. A subcommittee was at once appointed, consisting of Haggerty, Dickson, and Freeman, to present to the Executive Committee a constitutional amendment which should provide for such affiliation. This had been done and, with the approval of the Executive Committee, the amendment was presented to the Association and accepted. The amendment, however, was general and it was the consensus of the meeting that the Executive Committee should study the question and report at the next annual meeting concerning details. This resulted in the postponement for a year of a decision on the Pacific Coast application.

It is evident that the Educational Research Association, to give it its official title during these middle and late twenties, was becoming an important factor in educational thinking. The membership was not only growing in numbers but improving in quality. As has already been related, the narrow basis of selecting members had been broken down, and altho this step had been taken with misgivings on the part of some of the older members, it proved to be a wise move.

The Chicago meeting of 1924, which was conducted under the presidency of Woody, gave continued evidence of the vigor of the organization. Standing room was at a premium when we presented our first public program of the week in the Tiger Room of the Sherman Hotel on the topic, "Improving Instruction in Arithmetic." Further evidence, if any were needed, of the Association's success was to be found at this Chicago meeting in the fact that we then, for the first time, offered a joint program with another organization—the National Society of College Teachers of Education. No doubt this was in some degree the result of the labors of Whipple's committee on the relation of our Association to other organizations.

Besides the two open meetings a closed meeting on Thursday morning and a dinner on Thursday evening were held. These annual dinners were very much closed affairs. Now and then a guest was permitted to attend, but he had to be accompanied by his host and definitely accounted for. Tickets were available only to members. The exclusive character of our annual dinners was a strong feature in our early days, and traces of it still remain altho the business meeting, which perhaps gave a reason for our exclusiveness, has since been transferred to another part of the convention week.

At this Chicago meeting, the Pacific Coast Research Association was empowered to form a branch of the parent Association. Another innovation was the passing of a resolution that the president, after ascertaining the interests of members, should organize at the next annual meeting roundtable groups for the purposes of discussion. These groups were to be in addition to the programs at open and closed meetings.

Further testimony as to the progress our Association was making is found in the detailed reports of receipts and expenditures, all duly audited —quite a step from the days when the constitution forbade the collection of dues and the secretary was fortunate if he did not have to pay for necessary postage. Secretary-Treasurer Greene reported at the business meeting Thursday evening that the cash on hand was $378.73. This does not seem much according to our present scale of operations but it was $122 more than the cash on hand the year before, and that in turn was $82 more than the year before that. The fact is that the Association in those days had little use for money in the treasury.

At this meeting E. J. Ashbaugh was elected president, Greene continuing as secretary-treasurer.

From what I have been saying it can readily be supposed that the membership list was undergoing considerable change. As of the 1924 meeting, or shortly thereafter (that is, nine years after the first meeting), the active list of members contained 140 names. While the increase over previous lists is substantial, the change in the character of the list is even more significant. I hazard the guess that if our policy in the first three or four years had been what it came to be by 1924, and what it has remained ever since, we would never have had honorary members. It is inconceivable, for example, that Thorndike, Judd, Hanus, and Coffman would not have been active members.

The meeting in 1925 under Ashbaugh's leadership was our tenth anniversary. Curiously enough, it was held at Cincinnati where the organization was born. On Thursday evening of the convention week, 45 members, representing a full membership of 158, attended the annual dinner and business meeting. As might be supposed, a commemorative spirit prevailed in speeches, discussions, and conversation. The Educational Research Association looked back that night to its inception in the same city a decade before when a group of eight men gathered to found, with more hope than confidence and with only the vaguest premonition of what they were doing, the vigorous body which now, in 1925, met with *fin de siecle* assur-

ance to hear the latest word in education—for example, Dickson's account of the use of radio in the public schools of Cleveland.

These people (I am referring to the 1925 banqueters) had been meeting since Monday afternoon in one session or another. Three meetings were closed to the public and two others were open to all interested comers. Certain business was transacted at this banquet. A nominating committee offered the next year's slate—Trabue for president, Osburn for vicepresident, and Greene to succeed himself as secretary-treasurer. There were no other nominations (the time was coming when there were to be protests over this procedure) and the secretary cast a ballot for the slate. Some new members were voted in. A representative was elected to the National Research Council to serve in its Division of Anthropology and Psychology. Some members who wished to have the banquet earlier in the week got their way when, by resolution, the president was requested to arrange it the following year on Monday night—a practice destined to become permanent. The Association now had an auditing committee which approved the treasurer's transactions. The latter made a financial report, indicating that he began the year with $378 and ended it with $497. The secretary added to the sense of importance of the meeting by asking that a roster of the membership be printed to take care of the many requests he received from people who wished a high-grade mailing list. The secretary's list, completed some weeks later, contained 163 names (5 more than were reported at the annual meeting), of which 152 were names of active members.

Those who have followed me thru the story of the first ten years of our Association will realize that a real organization had now been achieved. The members had been well selected. The number of new members consistently surpassed losses by resignation, death, and nonpayment of dues. The organization was respected, and perhaps it could not be blamed if it was a little self-satisfied.

I have no intention of carrying into the second decade a detailed treatment of our meetings. The next five were held at Washington in 1926 with M. R. Trabue as president; at Dallas in 1927 with W. J. Osburn as president; at Boston in 1928 with John K. Norton as president; at Cleveland in 1929 with A. B. Moehlman as president; and at Atlantic City in 1930 with J. Cayce Morrison as president.

We have now leaped to 1931, and the onset of the great depression. How did our society fare in these last five years? Pretty well, apparently. It increased its active membership to about 300. Over 100 attended its annual dinners on Monday evenings. It became a department of the National Education Association. It acquired a new constitution pertaining to this new status. Somewhere along the line it prefixed "American" to its name. In the year ending February 1931, 61 new members were received and 10 were reinstated. To meet its greater needs and opportunities, the Association established a new periodical as its official organ—the *Review of Educational Research*. The first number of the *Review* was published in January 1931, and Freeman, the effective chairman of the Editorial Board,

reported the Board's carefully worked out plan for a cycle of fifteen numbers, five per year for three years, each number devoted to a large topic and to be produced by a special committee. There were new responsibilities, wider service, and greater need for funds. The NEA helped in the matter of funds but the members of the society properly viewed this as a temporary measure.

Under these circumstances a drive was started in 1930 for new members. The *Review* had to have more subscribers if it was to meet expenses, and the only sure way to have more subscribers was to get more members. This was a new need. In the first fifteen years of our history we had made no real effort to increase our membership. Qualified members were welcome but there was no campaign to get them. Now a different attitude was taken. Bibliographies were scanned; lists were made of writers of educational articles; representatives were appointed in higher educational institutions; the possibility of extending our membership across the line into Canada was explored. A proposal was even made for a constitutional revision whereby any person or organization desiring to subscribe to the *Review* might be elected a subscribing member. Thus matters stood at the time of the Detroit meeting in 1931, at which Charters presided.

In 1932 the Association met in Washington with Stenquist as president. On this occasion the auditing committee pointed out that the funds of the organization, according to its new status, were no longer handled by our secretary-treasurer but by the NEA. A curious discussion arose as to the safety of these funds, and our officers were instructed to investigate the status of the funds and their safekeeping. All this was accompanied by protestations—genuine enough, no doubt—of appreciation for the cooperation of the NEA, whose annual service to the Association amounted at this time to about $1500 a year.

The need for members was increasingly felt. In 1932 the membership was but 337 as compared with 329 in 1931. In the face of an urgent need for new members, each Executive Committee had become more, rather than less, rigid in administering the eligibility clause of the constitution. For example, a special membership committee, after considerable effort in canvassing the field in 1932, had presented 112 names to the Executive Committee, which approved only 17 of them. W. S. Gray, elected president at Washington, then secured information concerning the 95 rejected cases, and referred the names back to the Executive Committee which then approved 41, leaving 54 of the original 112 still unapproved. Again the Executive Committee reviewed at one time 32 recommendations. It passed 17, deferred action on 14 for lack of evidence, and denied one.

Both these instances disclose that the Committee was holding up the election of members primarily because the information it wanted had not been given. The Committees of 1930 to 1933 were not wholly to blame for this. It was perhaps asking too much that they should materially modify the procedures and forms received from their predecessors. Perhaps they had no authority to do so. Yet it was evident that good men and women were being kept out merely because their cases were not presented to the satisfaction of

the Committee. No other conclusion is possible when with a fuller presentation concerning 95 rejected cases, 41 were accepted.

Late in the year 1932-33, Gray appointed a committee on membership, of which I was chairman, and charged it with the task of removing artificial obstacles to membership. I made a preliminary report at the Minneapolis meeting in 1933 to the general effect that the procedure which had grown up was more strict than the constitution warranted. I suggested in particular that the application blank be simplified to conform to the eligibility clause and that the requirements in submitting a case be less burdensome. The committee on membership was continued and in 1934 it made a final and detailed report along the lines already indicated. Action was taken to put the committee's recommendations into effect. It is worth noting that the Executive Committee was already either securing better reports or adopting a more favorable attitude toward them, since at its meeting in 1934 it reported the approval of 43 out of 64 recommendations.

The schematic arrangement of the meetings from 1931 to 1935, inclusive, was as follows: 1931, Detroit, W. W. Charters, president; 1932, Washington, J. L. Stenquist, president; 1933, Minneapolis, W. S. Gray, president; 1934, Cleveland, Paul Rankin, president; 1935, Atlantic City, T. C. Holy, president. During this interval, W. S. Gray was secretary part of the time and William G. Carr the rest of the time.

The period was characterized not only by vigorous measures concerning the membership but also by a great deal of attention to the affairs of the *Review of Educational Research* and to the reports of our representatives in other organizations, such as those of E. J. Ashbaugh of the National Committee on Research in Secondary Education, of Freeman and Evenden of the National Council of Education, and of Stoddard of the National Research Council. With our enlarged membership and lengthening years of existence, a necrology report was becoming a regular feature of the meetings. One of the most notable of these reports was in connection with the death of J. M. Rice, to whom many of our members looked as a father of the research movement. He died in 1935 at an advanced age. Most of us did not know that his title of "doctor" was in reality the title of doctor of medicine. After obtaining his medical degree he became a student of pedagogy under Rein at the University of Jena and of psychology under Wundt at Leipzig. From 1897 to 1907 he was editor of the *Forum,* and during that period he made his pioneer researches in the measurement of achievement in elementary-school subjects.

At the 1935 meeting in Atlantic City about forty members attended the business meeting. President Holy told of the successful inauguration of a new undertaking, namely, the offering of a program at the summer meeting of the NEA. Another item indicative of development was the decision not to ask the NEA for a subsidy during the coming year since the Association was able to carry its own program without direct financial help.

At the 1935 meeting the records show that thru December 1934 there had been a net increase of nineteen active members over the number at the same date the year before. If this increase seems modest, it must be recalled

that these were the severest days of the depression and that we were fighting the loss of members due to economic pressures. The regular subscriptions to the *Review* continued to be no more than four or five hundred, but the sale of single copies was more gratifying, amounting to nearly 2000 during 1934. Since single copies were sold at $1 apiece, the revenue from this source was considerable.

For a year or two after the *Review* was founded, the finances of the Association were divided into two accounts, namely, the publishing account and the ordinary expense account. This device was soon abandoned and the complete financial statement as of December 31, 1934, showed these figures: amount on hand at the beginning of the year, $4897; receipts during year, $6439; total, $11,336; disbursements, $3826; cash balance on January 1, 1935, $7510. The older members must have marvelled at the size of these figures.

We are now in the period of the last five years of our Association. Here we may be said to be in the broad stream of our recorded history. Beginning with the Atlantic City meeting of 1935 the Association has published each year a volume of *Proceedings*. These volumes not only contain, either in full or in abstract, all the important papers presented on the various programs, but also reproduce the minutes of the annual meetings and the reports of the secretary-treasurer. The available data on our affairs are therefore complete in a sense which was never true during the first twenty years of our existence. No longer does the historian have to probe, as I have, the memories of the older members or search with varying degrees of success for the ephemeral mimeographed minutes of past secretaries.

The establishment of the series of *Proceedings* or *Official Reports* of the meetings was an important and much needed development. Since 1928, when the *Journal of Educational Research* passed out of its status as our official organ, there had been no one place where our program articles might be printed. Even prior to 1928 it was impossible to print all the papers in the *Journal*. The Association needed two types of publication—one a digest of research focused upon broad, significant topics in education, the other a yearbook containing the annual offerings of the Association. The *Review of Educational Research,* founded in 1931, served the first purpose, but the second purpose remained unserved until the series of *Proceedings* was begun in 1935.

Since our recent history is readily and fully available, I shall devote no detailed attention to it. It is yours to consult at your convenience. A few broad facts, however, may be mentioned.

1. Our membership continued to grow slowly, even thru the depression. The membership in 1931 was 329; in 1932, 356; in 1933, 369; in 1934, 388; in 1935, 402; in 1936, 419; in 1937, 437; in 1938, 449; in 1939, 470, and in 1940, 496. The increase over these nine annual intervals was 167 members, or an average of 19 per year. This result was not accomplished without great efforts, as the record plainly shows.

2. Subscriptions to the *Review,* altho never large, have shown a steady increase of late. After dipping badly in 1933 from 448 to 392, they have

advanced steadily to 550 at the end of 1939. This result also was obtained only by careful planning and promotion. It is evident from the minutes of the Board of Editors and from the records of the meetings that a good deal of effort and thought was given to the *Review*.

3. The relations of the Association to other organizations have increased thruout this period. People come to us; they also welcome our advances. Our joint programs with other societies are one evidence of this reciprocity. Our recent joint yearbook with the Department of Classroom Teachers is another.

4. Our internal activities have increased. I refer to such matters as our Committee on Nomenclature, our Committee on the Evaluation of Research, our Committee on Awards, and our sponsorship of special reports such as the one by Sears' Committee entitled "The Place of Research in Educational Reconstruction." I refer also to our regional conferences, to our sponsorship of the *Encyclopedia of Educational Research,* to our plan for the affiliation of local research organizations, and to the proposed financing of a research bibliographical service in connection with the *Review of Educational Research.*

5. Finally, the period has been characterized by a vast proliferation of our programs. Our 1937 offering consisted of twenty programs, running from Saturday afternoon thru Wednesday, with a banquet program on Monday evening. From two to six sections were in progress simultaneously. In 1938 there were twenty-two programs. This fragmenting of our efforts seems to me to have gone too far. Some of the sectional meetings were poorly attended, even tho the topic was timely and the speakers excellent. Our membership, tho possessing some elements of unity, is nevertheless diverse, and shows the results of statutory changes as well as of the impact of time. William G. Carr recently stated that each typical ten of us has four professors of education, two research workers in city or state systems, three persons formerly but not now engaged in research, and one full-time research worker generally connected with a national agency. In serving these different groups we see only half the problem if we give each small group its own special program. The other half of the problem is the Association's service as a coordinating influence. I agree with Carr who in his report as retiring secretary said, "For my part, the past eight years of experience in the work of the Association have convinced me that its most useful function is to coordinate the different branches and fields of educational research." One way to do that is to present fewer programs and to base each to some degree upon the broad, common elements and relationships among our varied interests. I am glad to note that President Goodykoontz, in preparing the programs for the 1940 meeting at St. Louis, sharply reduced the number of them.

During our first twenty-five years, new aims of research have been constantly developing. When the period began, the making of an objective, standardized test was research, and the practical use of such tests was the burden of our programs. As time passed, however, it became apparent that educational research could not be so circumscribed. Examination of the

classification of materials now used by the editors of the *Review* reveals the diversity we now recognize in educational research. It cannot be too often repeated that research (except as to knowledge of its technics) is not a field of study, but a method—a method akin to formal thinking, a method too of infinite range and variety. Wherever problems exist, there research has a place; and if the problems are educational, there educational research exists.

It would be childish to suppose that the forces of change are spent. They are doubtless more powerful than ever before because problems multiply out of themselves, creating new fields of research.

Whither then do we tend? Is there direction in our movement? The answer, tho inexact, as all such answers must be, seems to be that research is tending to become more humanistic. Before the deep mystery of individual differences, of personality, and of values for human happiness, research is finding new fields, new instruments, and new objectives. It no longer puts its trust in tests; it looks for meanings. It appeals from the finding of measured facts to the evaluation of facts. It redefines facts and includes within the factual field such things as rights and responsibilities and hopes. Analysis has had its day, and doubtless was entitled to it. The research worker uses it, but he no longer finds it his chief reliance. He has learned that when he sorts his factors out of their context they lose some of their meaning. Truth and fact he recognizes to be contingent as to time, place, and circumstance.

As is usual, there is a close correspondence between what is going on in education and what is going on in society as a whole. The major American problems are not technological but human. I have read that industry spends two or three hundred million dollars a year in finding new products and processes all of which stimulate social change; while, on the other hand, all our universities and industries together probably spend less than five million dollars on research as to the effect of rapid change on men and human society. Thus, research of a technological character has already doomed certain industries to ultimate extinction. Others, unknown today or but little known, will become the great new enterprises. Make no mistake—industrial research is on the march as never before. But if we do not find ways to develop the capacity for cooperation, we may eat our food in sorrow and live long lives in houses of unhappiness.

In the field of education we still have far to go in supplementing the industrial research which is everywhere so active. During the next twenty-five years the schools and centers of educational inquiry should apply their research to the study of man and of society in order that mutual effort may be applied to common ends. I can go no further than to say that educational research in the past twenty-five years has become more humanistic; and I can wish you no better fortune than that in the next twenty-five years it may become still more humanistic.

Department of Art Education

HISTORICAL NOTE

The department of art education *became a part of the National Education Association by vote of the Representative Assembly on July 6, 1933. The creation of such a department was suggested "because art is an important subject, necessary to the development and culture of the childhood of America, and because this is a particularly important period in its life." The Department developed from the Conference on Art Education.*

The aims of the Department are these: to strengthen the friendly and professional relations of art educators in the entire United States and its territorial possessions; to cooperate with the NEA in its efforts toward the solution of educational problems and likewise to cooperate with any of its departments; to maintain high professional standards among art teachers and artists in educational work; to promote the growth of art education thruout the United States and its territories; to gather and disseminate factual data about art education; to sponsor and encourage research in art education and to publish such studies; and to foster a national outlook in this field.

The officers of the Department for the year 1941-42 are: PRESIDENT, *Ray Faulkner, Head of Department of Fine and Industrial Arts, Teachers College, Columbia University, New York, N. Y.;* VICEPRESIDENT, *Marion E. Miller, Director of Art, Public Schools, Denver, Colo.;* SECRETARY, *Eugene E. Myers, Director of Art, State Teachers College, Mayville, N. Dak.;* TREASURER, *C. Dean Chipman, Director of Art, Elgin Academy and Sears Academy of Fine Arts, Elgin, Ill.;* DIRECTORS, *John J. Hatch, Director of Fine and Industrial Arts Division, State Teachers College, Newark, N. J.; Olive S. DeLuce, Chairman, Department of Fine Arts, Northwest Missouri State Teachers College, Maryville, Mo.; Clara MacGowan, Associate Professor of Art, Northwestern University, Evanston, Ill.; Marguerite Marquart, Director of Art, Public Schools, Newark, N. J.; Idella R. Church, District Supervisor of Art Education, Public Schools, Rio Vista, Calif.*

The Department meets twice a year. The winter meeting is held in connection with the convention of the American Association of School Administrators, and the summer meeting with the National Education Association. The annual dues, $1, are payable to the treasurer of the Department.

BOSTON MEETING

STANDARDS OF TASTE IN A DEMOCRATIC CIVILIZATION

HENRY WYMAN HOLMES, CHAIRMAN, UNIVERSITY COMMITTEE ON EDUCATIONAL RELATIONS, HARVARD UNIVERSITY, CAMBRIDGE, MASS.

THERE ARE MANY KINDS OF BEAUTY, and persons who respond to one kind may not respond to others. Furthermore, responsiveness to beauty in general is correspondingly hard to measure.

People like, or at least they are willing to suffer, things that are cheap and ugly; yet in some things there is a beauty which evokes an almost universal sympathy. It is perfectly evident that counting noses has nothing to do with determining whether or not a thing is beautiful. It is also evident that when a thing is marked as beautiful by all men's suffrage, the mere fact of its popular appeal offers no ground for denying its claim to beauty.

The problem of education toward esthetic ends would seem to be a problem before which we need not throw up our hands in despair simply because we are working in a democracy. This conclusion is supported by the fact that there are observable improvements in public taste which are going on beneath our very eyes. Contemporary judgments in this field are admittedly difficult to make, especially if one is not an expert; but is it possible to believe that the sun of beauty is not emerging from its American eclipse?

I suggest in the first place the idea of a courageous attack on a broad front. Our morale need not be low because of the obvious fact that there is so much in common taste which cannot be approved by expert judgment. Perfections of beauty will continue to be what they always have been—"caviar to the general." We cannot expect and should not seek a universal understanding of all types of beauty or a wide response to fine examples of artistic work of special kinds.

There are a number of corollaries to this general proposition. One implication of it is that specialists should specialize but not be haughty. To walk with beauty is to walk with kings, but need we therefore lose the common touch? All art has a moral significance; but I hasten to add that I am not thereby insisting that artists should set out to teach moral lessons, or indeed to teach any lessons at all. When I say that all art has a moral significance, I mean that art adds something to our grasp of life, not merely to our intellectual understanding of the way the world is put together or the way it works but to our sense of its importance, of its infinite variety, and of its oneness. We miss the value of the beauty we are specially endowed or trained to understand, enjoy, create, or teach if we become high priests or mystic devotees or snobs. We may not hope to get the world to join us; that is unimportant. We may rejoice to gather in the little circle of like minds in which our own enthusiasms may be shared and thus rekindled. But out of this we should return to beauty in the large and to the common life. If what we love in secret or among select companions has not bred in us a sense of brotherhood, an understanding of the dim,

persuasive yearning of all life and every human being toward perfection in its multifarious forms, then art for us is selfish. Beauty then in us betrays democracy. And more important, we have failed to grasp the meaning of the world and what the place of beauty is in universal nature.

I ask you to consider for yourselves, aside from all authority, this concept of the democratic meaning of appreciation: Our private and particular delight in loveliness should make us sympathetic with mistakes in seeking beauty, never scornful of their incongruities; more patient with such pitiful absurdities of judgment as we make ourselves or find about us; more sincerely ready to begin where people are and give them credit for their good intentions. And finally, I think we should distrust all certainty in special standards; the taste of any single school or group may well be trivial, vicious, or obscured by too much learning.

Another corollary is that public taste will never be united, never uniform in its development, never evenly distributed. More people in America are singing good music than ever before; there are more community orchestras; there are more private groups attempting great things in the amateur spirit. But there will never be a time in America when everybody will like good music, agree about what is good music, or be ready to give up altogether the relatively cheap and superficial.

A third implication of this view is that teachers of all the arts should make a common cause. Teachers of fine art should ally themselves with teachers of the practical arts. All teachers of art should be aware of their kinship with teachers of music and vice versa; and teachers of literature should work more closely with the other groups. There is too much separation among those whose central concern is with the appreciation of beauty. Our pupils leave school without any general view of style; I mean, of course, style in the sense of form, not in the sense of temporary variations in fashions of clothing. We move toward the improvement of taste as if there were nothing in common between design in a rug, design in a painting, design in a song, and design in a sonnet. It would be absurd, obviously, to try to teach style in the abstract before our pupils have had any experience of the varied styles in the different arts; but I am persuaded that the esthetic side of the curriculum suffers from an undue specialization among teachers and that there is a great task of curriculum construction which can be accomplished only by cooperation among workers in fine arts, home economics, practical arts, music, and literature. If I am right, there is an insight here which should lead in the end to action in the training of teachers and to a long and painstaking study of what is taught and how it is taught in art, music, and literature. What does he know of art education who knows only one art—or only one art plus education? Broad historical and comparative studies are required for this profession.

Consider certain basic facts. Never before in the history of the world has any country attempted to do what democracies, and particularly the United States, are now trying to do—give the entire population an education which will fit them for a life of freedom. In this country we are doing it partially and badly, but we are making some headway. Inevitably the

practical and the civic aspects of this vast undertaking receive chief emphasis. Those who are working on the esthetic and spiritual side of education should not balk at this or draw their skirts aside from the "dirt" of economic and political contact. But they should insist, and preach continually, and so conduct their own part of the whole enterprise as to make clear in fact, that the use and enjoyment and creation of beauty are not confined to the "leisure" part of life, that beauty can be exemplified in public and private action without making it exclusive to a leisure class, and that public expenditure for education toward esthetic ends is as public support of education for economic efficiency or civic intelligence.

Think for a moment of this same situation in the framework of international economics and international politics. Totalitarian government, whether Russian, German, Italian, or Japanese, is a challenge to democracy; and under Hitler it is a world threat to democracy. Its challenge and its threat are both economic and political; they confront us not only with respect to our ways of making goods and selling them or choosing governors and lawmakers but also with respect to what we think and what we want and what we choose to do and say. Artistic expression is creative. Beauty is part and parcel of the freedom of life. It is one of the chief elements in its freshness, zest, and interest. If our lives are surrendered to regimentation in order to safeguard and regulate their economic and political features, freedom is gone—and with freedom, beauty. Art goes out the window when force comes in at the door.

Those who think the capitalistic system is the main thing at issue are right, however, only in part; for altho free enterprise is an essential element in freedom, it must be limited by due consideration of the ends it has to serve. Nothing human is wholly an end or wholly a means. To say that one thing only is needful or important is to risk becoming a fanatic. Free enterprise is important; it is one of the necessities of the democratic way of life. But if its operation leads to unemployment on a wide scale, to restriction of opportunity to a few, to an education which amounts to regimentation concealed but all the more effective—actually to the exploitation of human talent—then free enterprise has gone awry. Then we have forgotten other ends with which freedom must interact. Human dignity and the worth of life are sustained by freedom, work, duty, truth, justice, and the opportunity to enjoy the beautiful and to create it. Unless there is universal entrance into these ultimate goods, revolution in some form is always just around the corner.

I emphasize to teachers of art, therefore, the breadth and democratic meaning of their professional interest.

Beauty seems to me refreshment, and therein a call to further effort. It stays the rush of action, but it stays it to suggest new understandings and a heightened sense of values. Its message is not just an invitation to be rapt; the rapture fades, and tho the coming of it is the mark and sign of beauty, there should not be complete discrepancy between esthetic contemplation and the other aspects of experience. Even to express delight is action of a sort. To carry it over into the commonplaces of living, so that we go

thru them more patiently and with more humor, more wisely and with more restraint, more joyously and with a larger sense of comradeship with others —this is to put beauty to good uses without denial of its own uniqueness in the scheme of things. The heights are different from the valleys; but need we lose all sense of majesty when we descend?

THE NATURE OF ART

S. MC K. CROSBY, DEPARTMENT OF ART, YALE UNIVERSITY, NEW HAVEN, CONN.

Many administrators tend to regard the efforts of those seriously interested in the arts as somewhat different from the other activities of the colleges and universities. The development of art education and of art teaching in this country is not similar to that which has existed on the Continent. We have tended to combine two distinct aspects of art education and at times to confuse them. It is essential to distinguish between the functions of the creative artists and the functions of the historians of art.

The humanitarian values of creative art in higher education are those of quickening the senses of perception, of coordinating the hands with the mind, of developing self-expression, and of teaching ordered thought. Two distinct factors may be recognized; that of developing the intuition and that of technical instruction.

The aims of this instruction are not those of the historian of art, altho this does not infer that either one or the other is less valuable in education or less productive.

The real function of the historian of art is to interpret and understand the art both of the past and of the present. His function is not merely to transmit names and dates, but it is rather an interpretative pursuit which includes art criticism and formal analysis. His function is not limited to the education of the potential scholar. He must do more than discover and collect facts. He must also analyze and interpret art as a basic human endeavor.

The nature of art for him is twofold: it exists in time, and it exists in space. For the former, he must function as historian of civilization and must be aware of all sciences included in the study of culture from political and economical history to geology, paleography, and epigraphy. In considering art as an object in space, he must treat with formal values, for which he must develop a different set of concepts.

The misunderstanding that exists today between the actual function of these different approaches is endangering not only the academic usefulness of the history of art but also the true value of the art of the past and the present in developing intuitive processes so vital to the creation of great art. By training the young people of this Continent to understand and value art and by showing them how to profit by this knowledge, the historian of art may assist in creating a responsive environment in which artists may find intelligent critics and patrons.

PUBLIC AND PRIVATE ASPECTS OF ART

JOHN ALFORD, HEAD, DEPARTMENT OF ART, UNIVERSITY OF TORONTO, TORONTO, CANADA

I have supposed that your chairman's invitation to me to speak on this occasion envisaged three circumstances: (a) that this is a meeting of teachers; (b) that what they teach is art; and (c) that we meet at a time when all values are in fundamental question, and men and women are being called on to support their faith in one system or another with everything they possess, and even with their lives.

How does this last circumstance affect us as teachers of art? In totalitarian theory, everything, including art, is subservient to the interests of the state. What is first in question, then, is not primarily an esthetic or artistic principle but an elementary social and political principle; a question of the relation of the individual to society, and of individual and social values, rights, and obligations. I give a plain citizen's answer, not a professional answer, that we want no imposed rule of conduct that is not implied by a universal private claim, as the law against murder is implied by the universal claim to life.

But we have to consider whether in this emergency there are special implications for teachers of art. I shall refer only to the figurative arts, with which most teachers are primarily concerned, rather than to the arts of environmental design. The devastating effects of the totalitarian "propaganda" theory of the arts are seen in the official House of German Art in Munich and in the ceremonies of the official opening of that institution. Nevertheless, the public function of art in disseminating basic ideas and sentiments is not only legitimate but necessary. But for its fundamental value, art depends on the expression and clarification of personal experience and feeling. In contrast with the mechanical quality of Nazi official art is the vitality and integrity of the public art—the mural painting—of the United States.

For teachers of art there are essential implications in that contrast. No teacher is concerned with the whole of education, but every teacher is concerned with some aspect of a whole human being, and every teacher should understand the purposes of education as a whole. It is the due of an adolescent member of society that he should be brought to realize the nature of social relations and of social structure. But this is the particular responsibility of the teacher of social studies.

The particular responsibility of the teacher of art is to see that the individual life is fostered and enriched by the habit of esthetic response and coherent expression, and by the appreciation of coherent expression and esthetic integrity wherever they are met.

As citizens, and especially in present circumstances, we can aid in the defense of those liberties on which the possibility of the good life depends. As teachers, we look beyond the present occasion, making sure that what we have to teach is part of the good life, in the broadest sense. As teachers of art, our special contribution is in the integrity of the expression we foster.

ART EDUCATION AND THE NATIONAL EMERGENCY

MILTON S. FOX, CLEVELAND MUSEUM OF FINE ARTS; AND INSTRUCTOR, CLEVELAND SCHOOL OF ART, CLEVELAND, OHIO

The first step to be taken in the present emergency will be to maintain our own existence, our own ability to act. We are doubtless in for a period of budget-cutting. Shortsighted legislators and other philistines will demand that "luxury items" and "trimmings" be dropped from school curriculums; that expenditure and purchase in museums and other institutions of the sort be "pared to the bone"; that students be set to "useful" work. We must check these people before they get a good start.

There is no call for the limitation of educational activities, and specifically those of art education. This assertion is amply justified on various grounds: from the point of view of conservation of the culture of the past, and of human talent; the usefulness of art and artistic skills in times of emergency and war; and the imperative necessity for the maintenance of artistic standards and skills for post-war industry and reconstruction. The experience of the First World War is illuminating enough, and new evidence constantly comes to us from abroad in the present war.

It is desperately important not to allow our people to get the impression, always latent amongst us, that art is not "useful," that it is a dispensable "luxury" in trying times. We must start, in other words, on a program of propaganda in behalf of the arts. It may even be necessary to petition the federal government to offer inducements in the form of grants-in-aid and contracts, not in the form of relief but adequate aid or compensation for the performance of present and future tasks. This is one of the lessons which we ought to learn from the experience of the past and from other nations. We citizens support the military arts; if they should otherwise wane, why should we not support the arts of peace?

"Practical" people will say that this is all very fine, very "business as usual"; but what about the emergency? Very well, let us be more "practical." Art has a great morale-building value. We can train our students to produce an effective morale and propaganda art; this has the multiple value that the student himself becomes imbued with the necessity of defending the form of society which we hope to perfect; he has a way of releasing the heavy emotional charges created within him by events, thus maintaining a better balance in his own person; and finally he creates objects which function in the same way for others. Let us get over, once and for all, the prejudice which many hold against propaganda in art. The great art of the past was to a large extent such a social art, helping to establish and confirm the values of the community. Is there anything less noble about producing art which will "sell" defense of this country than to produce art to sell mouthwash? Is it less noble, or less commendable, to produce art on the theme of the dignity of sacrifice than to fuss around over a potted geranium in a still life? In the enormous task of the defense of this country we will need posters, illustrations, "inspirational" pictures, cartoons, dis-

plays of all sorts, in store windows, public buildings, and in traveling vans. The British are showing themselves very resourceful in these matters; they have found many other uses for artistic services.

Reports tell us that morale is distressingly low among our boys in camp, even to the point of apathy. We must think of ways to help remedy this condition. One of our jobs will be to "sell" them thru artistic agencies. Yet this story has another side to it. If on the one hand we will make art that is aggressive, to persuade, on the other we must supply art for relief and diversion. The men in camps will need the services of artists handy at improvising stage paraphernalia, at chalk-talks, at the sort of quick portrait sketching which was so popular at the world's fairs. We should arrange suitable exhibitions for these men, taking into account the special nature of their situation. The Nazis today are using art judgment tests and pictorial description as one means of judging the qualities of prospective officers, their visual sensitivity, discrimination, and imagination. This would seem to indicate that training in art might be a definite military value, since such training can lead to an improvement in such abilities as these.

According to recent psychological investigations the height of morale seems to be proportional with occupational and income levels, economic and job security, living conditions, a high rating in the enjoyment of leisure-time activities, and with more education. The last two are good answers to the question whether art is a wartime need. More than ever before we will have to show people, and especially the younger generation, so prone to be carried away by the glamor of martial accomplishment, the value of art as a form of educational and recreative experience. This will be the more true if other forms of recreation and diversion are to be curtailed—night baseball, automobile races, and so on. People will be thrown more and more on their own resources for leisure-time activities when heavy taxes and rising prices shall make "bought" recreation all but impossible. Perhaps, also, the citizen may find thru some ability to make things, to sketch, or to enjoy art in other ways, some release for distressing mental states induced by fear, anxiety, and hatred.

We will need many other services from artistically trained people. There is map-making; there is the design of military costumes for an increasing variety of specialized uses, of quasi-military costumes for civil and defense uses—and the morale value of costume and appearance is great, as we know. There will be need of designers for patriotic occasions—insignias, fabrics, emblems, medals, parades, and rallies. The art of camouflage alone has become complicated, and while it is a matter for military engineers to a large extent, it also requires the services of persons who can render designs, who know something about the business of creating illusions (and is this not the artist's business, after all?). There is nothing in this sort of training which will be a waste to young art students; indeed, it calls for a greater degree of feeling for artistic and psychological effect, for greater resourcefulness in technic, design, and analysis, greater study of the arts of the past.

Humanitarian needs will have to be met: artists working in connection with surgery and plastic surgery; artists and teachers to work with persons who give way under pressure—the neurotics, hysterics, the cases of nervous breakdown, and others. Should events lead to the terrors of bombing and endless alert, persons of artistic training may find themselves called upon to work with psychiatrists in the efforts of rehabilitation of those who crack under the strain. And think how important the teachers of crafts will be in the training of war casualties for new lives. You know that it is not pleasant to speculate on the evil things which war forebodes; but it seems almost certain that the war will go on for a long time, and it is almost certain that we will be drawn in. Total war demands total efforts. The facts are ugly, but it would be stupid to ignore them.

These are some of the things we art educators must think of in this national emergency. We must help to condition and equip our students for some of the tasks and some of the shocks which they will come to know. And now the character of much of our classroom work must change. Basically, our aim is to contribute to the development of the whole personality; immediately, we must inculcate a love of the democratic process and the determination to insure its existence. Let us study the Nazi terror pictures flooding the country in the hopes of intimidating us; in this way we can help students to "debunk" them, and also to learn something about the making of dynamic art. Let our boys and girls learn thru their own work and their own perceptions the beauties of this wonderful land, the dignity of many of our institutions, the injustices of others; let them learn the wholesomeness of honest work with the hands. American history and the American spirit are rich in subjectmatter for creative work. American art and American crafts have much that is worth real study. Yet, withal, our training must be broader than ever, in order to give the students a thoro background of sound craftsmanship and experience, so that they may be able to handle any problem which will come their way. Our students must learn to draw action, to compose vigorously, to invent new modes of effective presentation; for this they can learn from such masters as Greco, Rubens, Tintoretto, Goya, and Delacroix. They must learn how to handle machines both in the production of artistic objects and as artistic subjectmatter; for this they can study the works of the moderns—the Cubists, Futurists, the Surrealists, and the Bauhaus. They must learn materials and stuffs, the new as well as the old; how to design for them. All of this must be done with an eye to the future; it is altogether possible that for many years America will be the artistic center of the world. We shall need designers and artists, craftsmen, builders, and teachers. For after war and militarism come peace and reconstruction. In that happier day we shall find that our efforts are justified.

Department of Business Education

HISTORICAL NOTE

THE DEPARTMENT OF BUSINESS EDUCATION *was created in response to a petition read at the meeting at Saratoga Springs, New York, July 12, 1892, from the Business Educators' Association, requesting admission as a department of the National Education Association. The Business Educators' Association was organized in New York City in 1878. Its constitution was revised for acceptance by the Department of Business Education and may be found on page 958 of the* PROCEEDINGS *of 1894.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Hollis P. Guy, Professor, University of Kentucky, Lexington, Ky.;* FIRST VICEPRESIDENT, *Mildred Taft, Instructor, Colby Junior College, New London, N. H.;* SECOND VICEPRESIDENT, *D. D. Lessenberry, Professor and Director, Courses in Commercial Education, University of Pittsburgh, Pittsburgh, Pa.;* SECRETARY, *Earl P. Strong, Head, Department of Business Education, Public Schools, Washington, D. C.;* TREASURER, *Harold T. Hamlen, Head, Department of Business Education, Morristown High School, Morristown, N. J.;* EXECUTIVE BOARD, *Dorothy Travis, Instructor, Central High School, Grand Forks, N. Dak.; Erwin Keithley, Instructor, South Division High School, Milwaukee, Wis.; Hamden L. Forkner, Teachers College, Columbia University, New York, N. Y.; Icie B. Johnson, Amarillo High School, Amarillo, Texas; Mildred J. O'Leary, High School, Swampscott, Mass.; Ruth J. Plimpton, Fullerton Junior College, Fullerton, Calif.; Stanley S. Smith, Fordson High School, Dearborn, Mich.*

Following is a list of former presidents:

Mrs. Frances Doub North, 1939-40; S. Joseph DeBrum, 1938-39; Lola Maclean, 1937-38; Ernest A. Zelliott, 1936-37; Raymond C. Goodfellow, 1935-36; M. E. Studebaker, 1934-35; Benjamin R. Haynes, 1933-34; Paul S. Lomax, 1932-33; Albert E. Bullock, 1931-32; Helen Reynolds, 1930-31; J. L. Harman, 1929-30; Paul A. Carlson, 1928-29; Lawrence N. Pease, 1927-28; John G. Kirk, 1926-27; J. O. Malott, 1925-26; Lloyd L. Jones, 1924-25; Frederick G. Nichols, 1923-24; Earl W. Barnhart, 1922-23; Clay D. Slinker, 1921-22; Thomas A. Beal, 1920-21; J. A. Book, 1919-20; C. G. Nichols, 1918-19; C. G. Nichols, 1917-18; A. H. Sproul, 1916-17; J. L. Holtsclaw, 1915-16; and Reginald R. Stuart, 1914-15.

This Department meets once each year in July. The annual dues, $1, are payable to the secretary-treasurer of the Department. The chief publication is the NATIONAL BUSINESS EDUCATION QUARTERLY; *the news publication, the* NATIONAL BUSINESS EDUCATION NEWS, *was first issued in 1938-39.*

BOSTON MEETING

REPORT OF THE SECRETARY

HAROLD T. HAMLEN, HEAD, DEPARTMENT OF BUSINESS EDUCATION, MORRISTOWN HIGH SCHOOL, MORRISTOWN, N. J.

ANOTHER YEAR of Department activity is rapidly drawing to a close. It has been an unusual year in that many of the plans of reorganization which have been in the minds of those with vision have come to the point of realization.

The creation of the office of executive secretary at National Education Association headquarters has been a matter discussed for some time. Its attainment appears imminent. Such an office would make possible the centralization of all activity and would result in greater and more efficient service to business educators in general, and to the members of the Department in particular. The task of keeping the membership records and the mailing of the publications has been transferred to Washington and, while this change has caused some delay in service, the experimental period is past and the service should be excellent in the future. The Department has the assurance that office space and equipment are available for the immediate occupation of either an executive secretary or an assistant working under the direction of the secretary. Your officers and Executive Board have every expectation of being able to take advantage of this offer in the near future.

The Department has sponsored the work of several committees. A policy-making board, under the direction of McKee Fisk, has been at work on plans for affiliating state groups with the Department. Progress has been made and this committee will continue to function. A committee, under the direction of D. D. Lessenberry, has been giving consideration to a dictionary of business education terminology. This committee stands ready to function in cooperation with the National Council. Hamden L. Forkner has been directing the work of a committee studying terminal business education in the junior colleges. A committee is at work, under the direction of Joseph DeBrum, investigating the desirability of changing the administrative structure of the Department to include regional vicepresidents and to suggest regional areas. Fred Riecke is at the head of a committee which has been studying the methods of electing officers in other national associations.

In some cases these committees have given reports of progress to the Executive Board and in others final reports with recommendations have been made. Your publication, the *National Business Education News,* will keep you informed as to the particulars.

At the recommendation of Mr. Goodfellow, work on the *Business Education Directory* has been discontinued. Remittances and photographs have been returned to the subscribers with full explanation of the reasons for its discontinuance.

Thru the initiative of your Executive Committee, it is hoped that some unification of business education organizations may be effected, resulting in the harmonious cooperation of all in a common purpose.

In the course of the present Department year, your Executive Board has met five times in an official capacity in the following places: December 27, Hotel Sherman, Chicago; February 22, Hotel Ambassador, Atlantic City; April 11, Hotel Statler, Boston; and two official meetings in the course of the present convention. In every case the meetings have been well attended, serious in nature, and with gratifying results. At times the road has been rough, but always the direction has been forward.

Little need be said regarding the success of the convention. The warmth and enthusiasm shown by those attending the meetings speaks of its success. We are indebted to Mr. Carmichael for filling the program with such outstanding leaders in business education and we are indebted to these leaders for their contribution to our professional welfare.

This report would not be complete if it did not pay tribute to the general chairman, Miss Taft, and to the local chairman, Miss Ross, and to those members who served under them, for the finesse with which the arrangements for this convention were dispatched; to Mr. Fisher for compiling the packets, and to Mr. Stickney for a souvenir program which has never been excelled. To all who did so much toward the success of the Department year and the success of this convention the gratitude of the officers and Executive Board is extended.

AMERICAN INDUSTRY AND OUR ECONOMIC SYSTEM IN ACTION

ALLEN A. STOCKDALE, NATIONAL ASSOCIATION OF MANUFACTURERS, NEW YORK, N. Y.

American industry has responded to the nation's defense needs with miracles of production. Despite the fact that it was geared to a peace-time economy and was completely unprepared for defense production, the past year has been one of truly epic industrial adventure and industrial accomplishment—a story of wonder-working achievement.

Manufacturers have shifted their operations from sewing machines to land-gears, from linoleum to shells, from piccolos to gun barrels. The machine-tool industry, backbone of modern industry, will thus produce $800,000,000 worth of tools—four times the industry's all-time peak which was reached just two years ago.

Aircraft production has been increased thirteen times in three years—a greater multiplication of production than was achieved in automobiles in thirty years.

Tanks—a novel product for American factories—are being made in several plants. The output of the new 26-ton tanks will have reached "some hundreds" a month before the summer is over.

More than 1300 new plants have been built or are building at a cost of

nearly $3,000,000,000. In addition to these new plants, countless plants have been converted from other uses to defense production.

The road to national security has not been clear of stop lights and detours. Well-intended reform legislation which limits the authority and initiative of business management, unjustified jurisdictional strikes and strikes taking advantage of the emergency to promote union dominance, and the shortage of skilled labor present a grave problem.

American education has had a great part in transmitting from one generation to another the heritage of American freedom—of our priceless liberties—and in maintaining the basic principles of our institutions thru all the changes from a mainly agricultural to a largely industrial civilization.

The schools are doing a great service to our national defense today. It will be their responsibility also, along with the responsibility of all social groups, to maintain the essential foundations of the American way of life thru the confusion and turmoil of the months and years ahead.

COOPERATIVE SECRETARIAL TRAINING IN ACTION

RHODA TRACY, METROPOLITAN SCHOOL OF BUSINESS, LOS ANGELES, CALIF.

In the classes from which the cooperative students are to be taken, we must give the maximum amount of instruction in skills and the fundamentals of office behavior so that time will not be lost on the job and the students will therefore get the most out of the job.

There seems to be a need for more effective teaching aids for instruction in certain aspects of office behavior, especially telephoning and reception of callers.

There are several ways in which we can instruct students in office behavior. First, we can take them on tours of offices. They will be impressed with the layout, the atmosphere of efficiency, and the orderliness of the situation. Second, we can invite office managers or personnel managers into our classrooms or assemblies and ask them to tell the students what will be required for them in the office. Third, and this is perhaps the surest way of teaching office behavior, we can give the students the opportunity to be a working unit in an office organization for a short time so that they can get the feel of the situation and see the difference between the schoolroom and the office. We call this method of teaching "cooperative training." The fourth method is a new departure in teaching—a method whereby we can bring office situations into the classroom in a realistic manner thru the medium of phonograph records, dramatizing office procedure, routines, and behavior.

Cooperative training is not complete without subsequent consultation with the student regarding his execution of the job, and a plan for remedial teaching where it is necessary. In this way, we make sure that the cooperative training retains its function of being a teaching process.

KEEPING BOOKKEEPING INSTRUCTION IN STEP WITH ACTUAL PRACTICE

HARVEY A. ANDRUSS, PRESIDENT, STATE TEACHERS COLLEGE, BLOOMSBURG, PA.

Our changing system of federal taxation, making an increasing number of persons file income tax reports, has given rise to the need for individual records. These records are subject to review by income tax auditors. If the income items and deductions are to be substantiated, records must be kept for the specific purpose of being verified by auditors to determine the correctness of the income tax return. Thus the teaching emphasis in bookkeeping must be expected to consider not only the recording and reporting of business transactions but also the records and reports must be so kept or made that the verification or auditing process will be simplified.

If bookkeeping instruction is to be kept in step with actual practice, more attention must be given to the function of auditing as it relates to the recording of business transactions.

During a fiscal period the bookkeeper records the exchange of goods and services. At the end of the month or year a summary is made by the accountant in the form of business reports. Periodically thereafter the records are verified by the auditor. The recorder (bookkeeper) should keep in mind the verifier (auditor) at the time he makes bookkeeping entries and posts them during the period, and the summaries prepared by the accountant may be so constructed that the time and effort of the verifier (auditor) result in a saving.

If bookkeeping instruction is to reflect actual practice, consideration must be given to the verification of business records equal to that now given to business reports and financial statements.

KEEPING BOOKKEEPING INSTRUCTION IN STEP WITH ACTUAL PRACTICE

WALTER E. LEIDNER, HIGH SCHOOL OF COMMERCE, BOSTON, MASS.

My concept of bookkeeping instruction would include everything that a teacher does in the way of training bookkeeping students, with materials and equipment available, thru the teacher's teaching methods and procedures.

The term "actual practice" would mean to me anything that an employee, particularly an office employee, of a business concern might be asked to do, considered from the viewpoint of whether we can or should train for it in the bookkeeping class.

We are not training bookkeepers exclusively and we are not justified in planning our bookkeeping instruction for the exclusive benefit of those few students who may become bookkeepers. Bookkeeping instruction should have much value to all office workers, altho to varying degrees. It should have some value to those engaged in other than office work. Thru bookkeeping instruction we should train students in habits of work and habits of thinking; and we should provide an opportunity for students to get

an understanding of business in general and business methods and procedures specifically, as well as a reasonable skill in making out records and reports.

To accomplish this we must consider the teacher, the teacher's method, and the teacher's materials. Much, if not too much, is available about the first two. In regard to materials I submit the following, drawn from sources other than the textbooks:

1. Secure samples of forms and records from local business concerns.
2. Secure the annual reports of some of the larger corporations.
3. Discuss the contents of the financial sections of the daily newspapers.
4. Use of the *Investors' Manual.*
5. Use of the *Accountants' Manual.*
6. Secure samples of standardized forms of certain trade associations or from manufacturers of standardized accounting records.
7. Secure copies of state and federal tax reports.
8. Secure copies of social security returns and unemployment insurance returns.

KEEPING INSTRUCTION IN OFFICE PRACTICE AND CLERICAL SKILLS IN STEP WITH ACTUAL PRACTICE

BERT CARD, HEAD, COMMERCIAL DEPARTMENT, ORANGE HIGH SCHOOL, ORANGE, N. J.

There are many ways in which we can keep instruction in office practice and clerical skills in step with actual practice. Some are as follows:

1. Acquaint the student with the function of the various business offices.
2. Inform the student of the variety of positions available in these different offices.
3. Teach on a vocational basis the use of widely used office appliances.
4. Develop qualities of leadership, thoroness, and accuracy.
5. Make certain that students know the fundamentals of arithmetic and English.

Office practice is a subject designed for all students who are in the senior year of the secretarial, accounting, or general clerical curriculum. In such classes is applied and consolidated the previous work of shorthand, bookkeeping, typewriting, and related subjects.

In our discussions and teaching we need to emphasize again and again that office managers are asking for intelligent and thoro workers who are accurate and rapid. They want workers who are not only willing but workers who can assume responsibility, use good judgment, and exercise initiative.

As we study the work performed in the various offices, we find that in addition to the use of files of many different types practically each and every department uses various types of office appliances. For instance, we find that every office has a need for correspondence and that many of the larger offices now are using voice writing equipment to more economically handle it.

The proof of good training is shown by the ability of our students to secure good jobs and to make steady advancement thereafter. Our office practice students must obtain basic clerical skill and develop a wholesome personality. They need training on a vocational basis on the commonly used office appliances. Their training in the various fundamentals must be found thoro and complete. They must be well mannered, dependable, wholesome, and willing to work.

KEEPING INSTRUCTION IN OFFICE PRACTICE AND CLERICAL SKILLS IN STEP WITH ACTUAL PRACTICE

MARY STUART, BRIGHTON HIGH SCHOOL, BOSTON, MASS.

Today as we stand upon the threshold of change in the world, we find behind us the lean years of depression which had few, if any, openings for our high-school graduates in the field of business; and ahead of us, as well as in the pressing present, is the demand of a business world keyed up in output to meet the needs of our national defense.

With the mechanization of the business office, schools have assumed the responsibility of training in this clerical field. No longer is the teaching of office machines in the pioneer stage, altho it can be counted among the newer subjects of the curriculum.

From this threshold we may see the need of new objectives, but the materials we have to use will be the same and the fundamentals and subject-matter will probably change little. We look out upon a wider horizon. There are today more jobs than there are trained workers to fill them. The population is shifting to the centers of employment. Is this not good for our nation? Does it not make us feel that we are citizens of the United States and not selfishly warding off the intrusion of any who do not live within the boundaries of our own city, town, county, or state? Today we must train office workers in the small as well as in the large high schools for employment in any office of this country and not train them only for the local neighborhood office.

Recently at the National Office Management Association's national convention it was stated more than once by office managers that in selecting new employees and working out job analyses, they considered that they had four classes of workers: the experts, the second-grade workers, the third-grade workers, and the helpers. Therefore, we have four grades of workers to train.

Every pupil electing the commercial course should be required to take one year of office practice in which he would be given a fundamental knowledge of all the available machines. The best place for this course would be in the third year of the high-school work. The prerequisite for entering the course should be one year of typewriting or the election of typewriting in the third year. This is the class in which the office managers' category of helpers and third-class workers would receive their training.

In order to train the expert workers and the second-grade workers, another year of school training is necessary and might be called the advance course in office practice. This group should have had the course in fundamentals and should have passed it with a grade of "A" or "B" and also have an IQ of at least 100. If pupils with IQ's in the 90's are accepted, they are the material for the second-grade workers. The course in fundamentals should be used as an exploratory course for this selected group, in order to determine which one of the six fields they should select for intensive training. Pupils in this class who receive a grade of "A" should be ready for the

expert positions, whereas the "B" and "C" pupils should be the material to fill the positions of the second-grade workers.

What about the boys? They are the neglected group in the commercial course. For various reasons they have kept away from the office practice classes. There is no reason why they should not take all the office practice work and be successful.

Thus may we hope to give to all the children of all the people an equal opportunity for training, and at the same time we may keep office practice and clerical skills in step with actual practice.

CONSUMER EDUCATION IN ACTION

JESSIE GRAHAM, ASSISTANT SUPERVISOR OF COMMERCIAL EDUCATION, PUBLIC SCHOOLS, LOS ANGELES, CALIF.

The rapidly growing field of consumer education contributes to national defense. Consumer education is needed in these days of national defense because of: (a) our complicated economic system, offering little direct contact between producer and consumer; (b) the necessity for choice among insatiable consumer wants on the one hand and limited goods and services on the other; and (c) changes in consumer incomes and expenditures due to payment for national defense and probable changes in price levels.

As consumer education is a part of all education for living, it belongs rightfully in the core curriculum. Reports of recent conferences indicate that consumer education programs are in operation on all school levels.

There is no justification for the view that there is antagonism between the businessman and the consumer. The consumer is willing to pay business its share—a profit—for making available the goods and services he desires. Consumer education should help to build an attitude of cooperation between business and the consumer for mutual good.

Criticisms of consumer education are based in part upon lack of information about the program and in part upon the overzealous activities of a few teachers who stress the "guinea pig" aspects of consumer life. Just criticisms point the way to needed changes in courses; unjust criticisms may be forestalled by cooperation with interested groups of businessmen and other citizens.

Our national well-being depends upon maximum use of our economic resources. Each consumer has a responsibility to help in the efficient use of all resources of time, money, and energy. Consumer education thus plays an important part in national defense.

DISTRIBUTIVE EDUCATION ON THE MARCH

K. B. HAAS, REGIONAL AGENT FOR DISTRIBUTIVE EDUCATION, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

Retail sales in the United States totaled $42,023,818 in 1939, an increase of 28 percent over 1935.

In 1939 there were 1,770,904 retail stores. Of this number, 85 percent

were independent proprietorships. In the whole broad field of distribution there are more than 9,000,000 employed workers.

Within each of the major subdivisions of this broad field of distribution are areas in which vocational training for defense, both directly and indirectly, would seem to be highly desirable now. Directly, army and navy requirements for trained personnel to man the offices of quartermasters' stations, camp headquarters, and to buy and handle merchandise, supplies, and equipment has more than justified the establishment of courses on such subjects as procurement (purchasing, sources of supply, quality, price, substitutes, refrigeration, and minimizing of deterioration), and accounting (establishment and maintenance of book inventories, simple operating records, cost data, and other accounting tools). Indirectly, *and of greater importance,* the defense program has caused two different drains upon existing personnel engaged in distribution: (a) enlistment or draft, and (b) shift from lower paid distribution jobs, especially in retailing, to higher paid industrial jobs in essential war industries.

A distributive education training program can easily be justified to fill in these gaps by establishing courses on the different types of work done in wholesaling and retailing establishments such as buying, selling, care of stock, credit department work, store accounting, display, and personnel training.

National defense is an all-American job. More than a million men will be marching in the ranks of the nation's armed forces before another year is thru. But armies are made up of more than men. They are men and materials, not just guns, bombers, and battleships but also canned fruits, shoes and socks, canteens, blankets, tents and knapsacks, barracks and shelters.

Here is where distributive education enters. Here is a primary responsibility in the defense program to help maintain business equilibrium. Federal encouragement of this field of education has already exerted a marked influence upon hundreds of schools and the thousands of store workers who have taken the training. It is taught by instructors taken from actual store jobs and trained to teach small groups of fellow workers.

All training courses are based upon an analysis of the needs of each individual and group. All training aims to be intensely practical and is designed to make workers more efficient in their particular occupations. If given to executives, managers, or owners, the instruction and training are of the same intensely practical nature but they are usually cast upon a higher plane.

The law under which the distributive education program is set up provides that classes must be conducted under public-school supervision and control. In any village, town, or city, the local school superintendent should be consulted wherever a program is desired. If he cannot furnish information regarding the availability of instruction in the distributive field, further inquiry should be directed to the state supervisor of distributive education or to the state director of vocational education, your *state* capital.

The chief of the Business Education Service and the regional agents of the United States Office of Education are always ready to advise and assist in the initiation of any local or state program. Inquiries are always welcomed. Simply address one of the following individuals at the United States Office of Education, Washington, D. C.: B. Frank Kyker, chief, Business Education Service; K. B. Haas, agent, North Atlantic Region; W. F. Shaw, agent, Western Region; G. H. Richert, agent, North Central Region; or J. B. Pope, agent, Southern Region.

RELATIONSHIPS OF BUSINESS EDUCATION ORGANIZATIONS

HAMDEN L. FORKNER, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

Business teachers of the United States occupy a unique position in the field of education in that they have the dual job of preparing youth for vocational competency as well as helping youth to become competent in the handling of their personal business affairs.

The rapid growth of business education as a part of the secondary-school program has resulted in the formation of a number of professional organizations of business teachers, which in some instances perform overlapping functions, resulting in an unrelated and coordinated program of professional activities.

Now that business education has become an important factor in the educational program of nearly every high school in the country, it seems desirable to consider the possibility of bringing the various regional and local professional organizations into a more cohesive working organization. If such an organization can grow out of the present multiplicity of organizations, it is believed that a more intelligent use can be made of professional dues; that a united front can be brought to bear on problems of national interest; that a more comprehensive job can be done in the publication of a yearbook on vital problems of business education; that a unified program of periodical publications would be desirable; and that the combined resources of the large membership which a national organization would have would promote research and other activities that are in need of promotion.

BUSINESS EDUCATION AND NATIONAL DEFENSE

B. FRANK KYKER, CHIEF, BUSINESS EDUCATION SERVICE, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

In considering the contribution of business education in the present emergency, it is necessary to distinguish clearly between a contribution to the vocational training of defense workers and a contribution to the total program of national defense.

Business education is making an important contribution to the occupational adjustment, vocational training, economic literacy, and personnel

competency in everyday business matters of a large number of the young people employed on work projects by the National Youth Administration.

There are clearly recognizable indications that business educators will be called upon to train additional office and distributive workers. The demand for these additional workers is a result, first, of a drain from the lower paid jobs in retailing and office work to the better paid jobs in war industries and enlistment or selective service; and second, of the need for additional business workers due to the defense program and its accompanying increased industrial and business activities.

Altho business educators will be expected to make a limited contribution to the training of defense workers, there is an exceptional opportunity for business educators to make a distinctive contribution to the total program of national defense.

The present conflict is between ideologies, systems of government, and economic organizations. A moral and spiritual defense as well as preparation for military defense is required. There is no group better prepared and better situated than business educators to make this essential contribution. In classes such as business economics, business organization, general business, and business law, and thru clubs and organizations, business teachers can give at least an elementary understanding of the nature and menace of totalitarian governments and their economic systems. Business teachers have both the opportunity and the responsibility of increasing, on the part of young people, the appreciation of the meaning and priceless value of our democratic way of life. In this way, they can contribute to national unity, morale, and the spiritual defense of the nation.

WHAT BUSINESS TRAINING SHOULD BE OFFERED AS A CONTRIBUTION TO NATIONAL DEFENSE?

EARL P. STRONG, HEAD, DEPARTMENT OF BUSINESS EDUCATION, PUBLIC SCHOOLS, WASHINGTON, D. C.

Teachers and administrators should be aware of the entire field and the broader aspects of business education in order to be of the utmost service to the defense-training program. First, consideration must be given in this field, as in all other fields, to the problem of the American Way and the problems of living in a democracy. Second, adequate guidance must be provided for, both in a general and in a specific manner, so that youth may have an opportunity to develop in the areas of their own peculiar aptitudes. Third, training must be given in business education in the social-business, vocational, and personal-use phases. The objectives of these areas of instruction must be clearly defined and definitely set up if the program of training is to function as it should and must in the emergency.

In considering some of the contributions that business education can make to the defense program, the following are those that seem to be outstanding out of many that might be mentioned:

1. *Provision for vocational business education training for sales workers, office workers, managers, and owners of business concerns.* Business education has the

opportunity of the decade to effectively contribute to national defense and can be of service to business institutions thru a well-planned and broadened curriculum. Such a curriculum would embrace the various areas of pre-employment, adult, and in-service training.

2. *Establishment of cooperative working relationships with business and other agencies.* Business education cannot work alone during or after this emergency. Programs of business education must be carried on thru the cooperation of business agencies, federal and state agencies, individual groups, and various associations.

3. *Provision for making available information relative to economic aspects of business to management.* This may be accomplished by organizing conferences covering the current economic and business trends and their implications in various fields of industry and business by forecasting their implications for the future.

4. *Assisting business organizations to meet the training needs of its workers.* The great cry of business concerns today is for a rich supply of well-trained business workers—the stock-in-trade of the schools. Adjustments are inevitable in the emergency and it would seem that business education teachers and supervisors should not only be willing but anxious to realize this great responsibility to business and the nation and make immediate changes to meet the demands.

5. *Development of a consumer education program.* Given sound information, consumers are better equipped to work out programs to protect themselves and their nation. This information should be given out thru school agencies. Consumer education is the responsibility of all school departments and agencies—no one department can perform the total task for educating in consumer problems.

Our experiences in the new program should aid us to more effectively and more ably carry on a business education program during the post-war period.

STANDARDS IN BUSINESS EDUCATION

FREDERICK G. NICHOLS, GRADUATE SCHOOL, HARVARD UNIVERSITY, CAMBRIDGE, MASS.

The topic assigned me is a difficult one to cover adequately in a brief address. My remarks shall be confined to the general situation among public schools. At the outset I want to emphasize that unless those who set the standards for any business training have some control over the conditions of instruction, little good can come from establishing even the highest and best standards.

There are many types of high-school business training, including explanatory, prevocational, personal-use, vocational skill, and background business principles. Achievement in each must be judged by its own standards. For prevocational courses present conditions necessitate two standards—one for promotion to the advanced vocational courses and one for school credit with permission to transfer to another program. Those proceeding with a vocational skill subject should have met whatever minimal standard of achievement has been set in the elementary course to insure vocational success. Where certificates of proficiency are issued, cognizance should be taken of grades made in background business subjects.

Far too many commercial teachers give up the fight for standards in the courses where they are most urgently needed. Can there be any question about the need for setting a standard of achievement beyond the prevocational course in shorthand, typewriting, and bookkeeping? This Department

might well address itself to the task of finding out just what evidence of competency is needed to insure reasonable occupational proficiency in the advanced vocational business courses. In the more common vocational business courses we have no real standards. If we claim to be training people for office jobs, let us do it. The better jobs do go to those best qualified to fill them. Here is a second task for this Department—the discovery, establishment, and maintenance of initial employment standards. In this connection, the National Clerical Ability Testing Program deserves your most serious consideration. Let me warn you against the possible effects of easy placements during the current business boom. Build for the future, not for the present.

VISUAL AIDS IN BUSINESS EDUCATION

DON T. DEAL, HEAD, COMMERCIAL DEPARTMENT, SENIOR HIGH SCHOOL, TRENTON, N. J.

Only a small proportion of a class benefits by even the most carefully planned oral lesson because the teacher's thinking and expression of his thoughts do not cause all pupils to think alike. Something has been taught by the teacher only to the extent that it has been learned by the pupil.

Instruction no longer consists of assignments of pages of knowledge and information from the textbook and questions next day by the teacher from those topics in the book. Pupils are now encouraged to participate in thought-provoking activities designed to help them grow in understanding of relationships and in ability to reason from cause to effect in solving the problems of life. Such efforts require thinking and there can be no learning without thinking.

Visual aids to teaching conserve time and are easily varied. Visual impressions are more vivid, more permanent, and more interesting than auditory impressions and the pupil feels himself in the presence of the "real thing" when he gets the impression visually. The difference between seeing a thing and talking about it is the difference to the pupil between the concrete and the abstract, between practice and theory.

The aids should not be intended to lighten the efforts of the pupils. The reason for using visual aids is not to reduce the pupils' work but to help them learn more as the result of their effort. Whatever aids or devices are used, they must not be depended upon to do the teaching. A capable teacher may easily do a better job without teaching material of any kind than an inefficient teacher may do with a wealth of excellent material he does not know how to use.

Best visual aids are pictures, posters, or charts prepared by the pupils themselves. Pupils must understand the topic in order to coordinate the chart with it. Neatness, accuracy, and correct spelling do not need the urging required for usual assignments to "hand in," where only the teacher sees them. Assembling the material is a project that provides an occasion for each pupil to exercise his own initiative and judgment.

In preparing the aids, pupils learn to cooperate in working out problems. As life becomes more dependent, the individual simply cannot solve his problems without affecting or being affected by someone else. Today the well-rounded individual must be able to work and get along with other people. Situations should be provided in which people can plan, work, and play together. Pupils should be encouraged to participate in activities designed to develop attitudes and personality traits that make them socially acceptable.

PLACEMENT—TODAY AND TOMORROW

MRS. ELIZABETH GREGG MAC GIBBON, AUTHOR, NEW YORK, N. Y.

For the first time in ten years all our commercial graduates have jobs. The greatly increased demand for young women trained for office work is directly due to the defense program. Industries working on defense contracts have had to expand their office staffs. Women employees, wherever possible, are being placed in the jobs vacated temporarily by young men called in the draft. Government offices are calling to Washington, from all over the country, young women who have passed civil service examinations in shorthand, typing, filing, and general clerical work.

The present situation placed a responsibility upon business schools, which must gear themselves to the task of preparing enough desirable graduates to fill the demand now and in the immediate future. How long this condition will last, no one knows. However, when the emergency is over the work will be over, and we must realize that there will be a vast army of unemployed office workers. In the face of that inevitable aftermath of the present seeming "boom," the schools should keep their programs liquid so that they can cut down their training at the first signs of government retrenchment in defense.

Before the present upsurge in employment, 200,000 commercially trained graduates were being turned out annually by the nation's schools, with at the most 60,000 jobs available. It is to be hoped we shall not return to that program of overproduction, which can lead only to the disappointment and discouragement of many young people who feel they have failed because they have been trained for jobs that do not exist. When we have come out of the tailspin we are in, those schools which wish to retain the goodwill of their communities, their graduates, and the employers they serve, will be more selective in their admissions. They will train for business fewer students and those outstanding in ability and appearance.

Department of Classroom Teachers

HISTORICAL NOTE

The DEPARTMENT OF CLASSROOM TEACHERS *held its first session at the St. Paul meeting, July 8, 1914. It was organized in response to petitions representing classroom teachers in all parts of the country. The Department was reorganized under a constitution at the Boston meeting in July 1922. For amendments see* PROCEEDINGS, *1923:578; 1929:365; 1931: 390-91; 1932:333-34. The Department of Classroom Teachers cooperates with the National League of Teachers' Associations.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Katy V. Anthony, Gresham Court, 1030 W. Franklin St., Richmond, Va.;* VICEPRESIDENT, *C. Marguerite Morse, Box 447, Clearwater, Fla.;* SECRETARY, *Mrs. Eleanor F. Edmiston, 2928 Thirty-Third St., San Diego, Calif.;* DIRECTOR EX OFFICIO, *Mrs. Mary D. Barnes, 223 Summit Rd., Elizabeth, N. J.;* REGIONAL DIRECTORS, *Northeastern, Mabel Studebaker, 426 E. Tenth St., Erie, Pa.; Southeastern, Margery Alexander, Box 64, Charlotte, N. C.; North Central, Harold H. Blanchard, 411 Citizens Bank Building, South Bend, Ind.; South Central, Mrs. Beulah Keeton Walker, Route 5, Box 245, Dallas, Texas; Northwestern, Mary E. Bond, Purnell Apartments, Bellingham, Wash.; Southwestern, Wilbur W. Raisner, 419 Munich St., San Francisco, Calif.*

This Department meets at the time of the annual meeting of the Association. The chief publications are the NEWS BULLETIN *and a yearbook.*

REPORT OF THE PRESIDENT

MRS. MARY D. BARNES, TEACHER, CONTINENTAL SCHOOL, ELIZABETH, N. J.

THE OBJECTS AND PURPOSES of this Department are to give added strength and power to the National Education Association; to foster within the schools democratic classroom teacher participation in the formulation of educational policies; to bring classroom teachers of the nation into sympathetic cooperation by promoting organization and by establishing high standards of professional ethics, ideals, and loyalty; to labor ceaselessly for high and well-rounded qualifications for teachers, adequate remuneration, professional security, and academic freedom; and to encourage teachers to assume their responsibilities as citizens as well as to exercise their rights and privileges. Altho the program of the Department is based on these purposes, a special endeavor was made during this past year to interpret these objectives in terms of the role of the classroom teacher in preserving and strengthening the ways and values and ideals of democracy. This program is carried out thru the work of the Executive Committee in the field, the Advisory Council, standing and special committees, the publication of three issues of the *News Bulletin,* and thru information service from the office of the Department.

Some of the accomplishments of the Department for 1940-41 are:

National educational conference—The first summer conference sponsored by the Department was held at Northwestern University in July 1940. One hundred and thirty-eight teachers representing 27 states and the District of Columbia studied "Problems of Public Education in Democracy."

Regional conferences—Three regional conferences were held—a northwestern regional conference at Spokane, Washington; the southwestern regional conference at Arizona State Teachers College, Flagstaff, Arizona; and the north central regional conference at the University of Chicago.

Conventions—Programs were presented at the time of the AASA convention in February and at the NEA annual convention. At both conventions the Department sponsored a meeting for presidents of teachers associations and another meeting for the representatives of state departments of classroom teachers in addition to its general sessions. Two business sessions were held during the summer convention.

Field service—Officers of the Department made field trips into thirty-five states to assist local groups of teachers with their professional problems and to stimulate interest in professional organization work.

Publications—Three issues of the *News Bulletin* were published in October, February, and May. The Department also publishes an *Official Report.* The Legislative Committee began work on a handbook of legislative procedures to be used by teachers in building legislative programs and in obtaining legislative action.

Cooperation with other groups—The Department cooperated with the American Council on Education and the NEA in the work of the National

Committee on the Defense of Democracy thru Education; with the Commission on Teacher Education in sponsoring a joint meeting on teacher education at the February convention; with the Columbia Broadcasting System in evaluating the broadcasts of the "School of the Air of the Americas"; with the Research Division of the NEA in a survey of trends in the supervision of instruction; and with Phi Delta Kappa in its sponsorship of the *Dictionary of Education.* The president of the Department is an ex officio member of the Educational Policies Commission.

Headquarters office—The first official headquarters of the Department was opened in the NEA building on November 4, 1940.

The Department provides the physical plant whereby a poll of the thinking of the teachers of the nation can be ascertained readily and thus serves as the barometer for the professional status of the teachers of the country. As teachers in the many individual communities become aware of this Department as an avenue of service to the profession, membership in the National Education Association will increase thru the interest thus stimulated. Where classroom teachers are actively interested in their national professional organization, the community benefits by having alert, well-informed personnel.

BOSTON MEETING

TEACHER PARTICIPATION IN LEGISLATION

A. MATLACK STACKHOUSE, MOORESTOWN, N. J.; MEMBER OF THE NEW JERSEY HOUSE OF ASSEMBLY

We are dealing with something as old as civilization itself. Legislation extends back even before Moses; and the teaching profession really started with Eve's persuasive tongue. Hand in hand they have come down thru the corridors of time; but not until the past several years have we realized with increasing conviction that civilization hangs in the balance depending upon the collective decision of thousands of teachers and legislators.

Our childhoods were spent in the halcyon days of the cheering influence of William James and Ralph Waldo Emerson. These men were the pillars of educational policy-making. They seemed to strike at the roots of humanity, and certainly they mirrored the soul of their own times. Darwin and Marx were more or less relegated to the purely academic field. They had not yet become realities in the mental fabric of the leaders. I remember my first reading of *Representative Men.* It was a grand vista into a world of heroes—life in its noblest form—from Plato to Goethe. And do you remember those golden lines, "Trust thyself: every heart vibrates to that iron string"? Tragically, but clearly, those days are gone forever. The heroes of Dumas, with virgins suffering in distress and knights of the Golden Fleece riding forth to succor, are replaced by the dark shadows of Spengler, with his curtain of darkness ringing down on the last act of the Tragedy of Civilization. It is directly the spiritual challenge of that philosophy that our educational policy-making and you and we must meet.

The active years of our generation span the hiatus between two great

world catastrophes. Our generation has been replete with errors, persecution, and hypocrisy. Except for the work of a few quiet and sincere geniuses in the field of science, we are handing down to the next generation nothing of a spiritual or cultural significance. Upon these quicksands of disillusionment we are asking it to carry the torch of disillusionment; we are asking it to carry the torch not only of democracy but also of life itself. Thruout the world in these past twenty years, those who have been in control of government, business, and other focal points of social forces have betrayed the trust which our generation has placed in them. This is a sweeping indictment. It is upon this fact that we must approach the question of the participation of teachers in legislation—and in the formation of educational policy.

Just a few days ago I read *Man the Mechanical Misfit* by Professor G. H. Estabrooks of Colgate, which reviews in a fascinating manner the culmination of the evolutionary process. He greatly broadens the problem when he writes: "Many would claim that education will find the way for man to overcome his ancestry. It is the writer's opinion that up to now education in its broadest sense has been the most profound force leading to human degeneration." Walter Lippmann had this idea in mind last year when he spoke before the American Association for the Advancement of Science, "The prevailing education is destined, if it continues, to destroy Western civilization." These are not remarks by fanatics; they are ones from first-rate minds.

Putting it more concretely: Can education produce individuals who can direct and control a modern democracy? Can education even produce individuals who can prevent a catastrophic end to our culture? With the example of continental Europe crumbling before our eyes, the answer is not obvious, and it can be answered affirmatively only if you, the teachers, and we, the legislators, are willing to face the responsibilities of a democracy. This problem is pressing in on us for immediate decision.

We must learn that democracy can no longer be considered a permanent conquest of the human spirit. It can no longer be considered apart from the constituent elements of our culture—political, economic, and intellectual. Too long have we forgotten the duties which are correlative to our fundamental rights. With freedom of speech must be the duty to speak the truth. With freedom of the press must be the duty to print the truth. We must not let the ideas which our forefathers considered the basis of the democratic ideal be the very cause of its disintegration from within.

Our first step should be to clear the way in economic thinking. We have already reached what Professor Staley has called a "planetary economy." Your problem is to base your educational policy upon this new concept. We must have a new science of society; but we must be careful that the facts of science are not distorted by the business economists. Darwin's theory was degraded into the free enterprise system by the industrialists who were grasping for a philosophy to justify what Carl Dreher has called the "half-gutting of a continent." A strange type of reasoning crept into our economic and even our educational thought; and the tragic part of

it was that it produced a generation of leaders in our country, in business and in politics, the horizons of whose thinking was never above this level.

The modern lawyer has been just as logical as the businessman. No one is so naive as to suppose that any professional ethic or *persona of service* is the motivating influence in the lives of the majority of our successful practitioners. There is truth to the core in the remark that a successful lawyer is one who has wealthy clients.

The modern politician has also been just as logical as the businessman. He has carried Adam Smith's and Carl Snyder's theory into the practical realm of political action; and the profit-making motive has had its influence in training a generation of American politicians. We have them today; but the beauty of the politician is that he is entirely without hypocrisy. At least we have the dragon out of the cave where we can count his claws.

This is the philosophical background against which the teachers must work in order to determine their educational policy. You must deal with people in the business world who cannot conceive of a world without the untrammelled profit-making motive, and who are entirely unfamiliar with the modern trends of social thinking. Yet there is scarcely a teacher in the entire United States who is motivated by a profit-making enterprise. This seems to be a paradox which has crept entirely unnoticed into our economic world. The teachers, with the help of the legislators, literally must build into a new culture; and we cannot wait for sociology to catch up.

Educational policy-making must be dynamic. These are days for the Kantian "categorical imperative." And that policy is this: A new generation must be educated to face a new world order and to solve its problems. The old biological theory, adapt or perish, is strikingly applicable. The forces which we face today for the first time are worldwide.

What is the nature of this new world order which is already dawning? What intelligence will be required to solve its problems? The old conflict between industry and business, between technology and politics, between laissez faire and social planning, must be dissolved. We must learn to isolate the economic and control it. We must learn that the economic is only one phase of our culture, and that the other phases must be kept entirely free from political control. These are new problems. We have no parallels in history. We must train straight thinking young men and women to grapple with them. This is not the mythological stage in the history of mental development, the time when Zeus, the Thunderbearer, stalks across the skies. It is not the metaphorical stage, when a benevolent power can inspire persons with a symbol of majesty or purity. It is the logical stage of thinking when disciplined thought alone can save mankind.

Man is able, if he will, to change his way of life. Man has created modern chemistry and modern power. Now he must learn to control modern science and adapt it to the needs of modern society. We must look forward to a new world order where there are higher standards of cultural significance. In the long run, it is the culture of an age, not its economics or its power and circumstance, by which we judge the level of its civilization.

The first step educationally in wrestling with this problem of a new

world order will involve a new organization of knowledge, and we must train our young people with that in view. Our knowledge must be broadened. It must be made more accessible. The scientific studies of the past generation have tended to narrow one's attention to such an extent that education has neglected a broad application to social problems. The publication of H. G. Wells' *Outline of History,* his *Science of Life,* and his *Work, Wealth and Happiness of Mankind* marks a new step in education. All are books that are within the reach of any fairly educated person, written in a masterful and engaging fashion, which present some of the basic knowledge necessary for the solution of our great social problems. The organization and presentation of this knowledge is one of our main problems.

Even more important than this problem, however, should be the abolition of our present haphazard method of selecting those who are to be educated. Under this method we are fortunate if even one young person in a thousand, who might develop into a first-rate contributor, has his chance.

The new world order must be framed around a new concept of the dignity and integrity of the person. Eighteenth century platitudes are insufficient. That was the metaphorical stage. The teachers must grasp this problem and thus assist us in the creation of a social science—one of human ecology. We must go beyond sociology because we are here concerned with all science and knowledge. The spadework has already been done by such great men as Wells, Sumner, and Frazer.

Legislation can assist us, because it is thru legislation that the economic element of our culture can be subordinated. Also, legislators are good sounding boards for public opinion because they usually represent the predominant feelings of the majority. But this predominant feeling of the majority must not be based upon emotional appeals or the pressure of certain groups.

We must be careful not to "polarize" educational policy under legislative restrictions. You may recall that Henry Adams said: "All State education is a sort of dynamo for polarizing the popular mind; for turning and holding its line of force in the direction supposed to be most effective for State purposes." This is not a matter for any department of education; it is not an administrative matter. It is perhaps too idealistic to hope for the creation of a new department for the study of human ecology. But what fascinating potentialities might be developed! Some state will undertake this task when enough teachers train the electorate that it is the only alternative for the human race.

The educators must blueprint the modern scientific world with a cultural background in the minds of a generation which in a few years will fill our legislative chambers. These must be the best minds of that generation. Thus only will our new world order be a democracy which is based upon the principle of growth, so that all persons will be free "to discover, invent, create, to dream glorious dreams that may never be realized, yet which beautify the lives of men." Democracy is thus the opportunity for every person to flower culturally. Democracy is the florescence, but education is the discipline. Science and democracy—the riddle of the twentieth century—

springing from the same liberal spirit of the eighteenth century, yet growing farther and farther apart! Democracy, the spirit and romantic joy—science, the structure of the modern world: these two thru the educators and legislators alone can be united for the intelligent advancement of mankind.

I shall close with these golden words of Socrates (perhaps the most famous quotation in the history of literature), from Plato's *Republic,* spoken when the Acropolis of Athens smiled gloriously over the greatest culture of all times, just as today, if we do not prepare for a new world order, its destruction will symbolize the end of our way of living: "Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of others are compelled to stand aside, our cities will never have rest from their evils —no, nor the human race, as I believe—then only will this our State have a possibility of life and behold the light of day."

A CLASSROOM TEACHER'S INDUCTION INTO GOVERNMENT

RICHARD R. BROWN, ASSISTANT CHIEF OF APPRENTICESHIP, DIVISION OF LABOR STANDARDS, U. S. DEPARTMENT OF LABOR, WASHINGTON, D. C.

Today is synonymous with national defense. The bulk of every speaker's message at this convention is directly or indirectly concerned with it. All of us talk rather glibly of defense, dripping astronomical figures of men, planes, and dollars from our lips with the nonchalance of a coed's "line." Yet how many of us have taken the time or exerted the energy to penetrate the bewildering veneer of propaganda, hysteria, and callous apathy in order to obtain even a partial understanding of our world—I mean our world, yours and mine—and realize the meaning of the highlights and shadows which foretell our coming days?

Probably nowhere in our whole country do the grave day-by-day developments become so pronounced as they do in our nation's capital. Those of us who labor there and travel out into the states frequently feel some of these developments with a greater degree of realism than is true elsewhere.

I wonder how many of you in speaking of the government, meaning the federal government, possess that same ethereal, abstract concept of it that I once had. When I taught or spoke of it, I know I portrayed something that seemed to locate the federal government far removed from any daily personal contact with it, housed in marble-pillared buildings in Washington, containing unending labyrinths of intrigue and saturated with politics—politics always mentally written in italics and connoting something evil and polluted.

Fresh from the classroom, naively fresh, I found myself in Washington sufficiently close to the top of a newly formed agency to share in the severest of responsibilities and to revel in a certain amount of most satisfying authority. Within a few days I made several startling discoveries. First, I

found that no one in Washington, even the President, appears to have supreme authority to do anything, and everybody in Washington including the lowliest clerk has some authority for something. Thus, a newcomer finds himself swept into a maze of unending "contacts" and must seek at once to sort out the threads of those which will lead him to the offices and the officials upon whom he must depend.

The next discovery was that of the diversity of interests, the variation of customs, and the irreconcilable differences of people and governmental practices existing between states and within localities of a state. At times it seems impossible to draft even a simple procedure which will work equally well in Maine and California, in Louisiana and in Minnesota. Thus, it became evident that no successful federal program can be devised in, and superimposed from, Washington upon the country as a whole. Actually the federal government considers each citizen more attentively than do many local governments. Government, therefore, may be visualized as a gigantic nervous system, with each nerve and nerve fiber extending into the farthest removed parts of the country, but with the major nerve center located at Washington. An impinged nerve in some far-removed, unknown village telegraphs its impulse to the nerve center, often influencing the entire system.

As illustrative of one of the types of governmental activity interested in helping to solve the countless pressing problems which now confront this nation, I want to present a few aspects of the work of the apprenticeship unit with which I am associated at present.

In keeping with a somewhat general American characteristic prevailing during post-war days, of not being too concerned with our future, this nation was content to acquire its reservoir of skilled craftsmen from European immigrants. We placed little stress upon continuing, let alone expanding, the process of training young men as all-round mechanics. We permitted the psychology of specialization and the glory of a machine age to dazzle us and dull our appreciation of thoro craftsmanship. Today with defense demands for skilled artisans dangerously approaching a point not unlike the condition of Mother Hubbard's cupboard, we are becoming aware of our erstwhile folly. With the hundreds of thousands of new laborers required to meet the speedup schedule of production, we are handicapped by the scarcity of thoroly trained supervisors and foremen required to train the unskilled and even semiskilled workers on specialized machine operations and in basic plant operations.

Even prior to the growing demands now envisioned because of defense activities apprenticeship was recognized by labor, management, and government alike as essential to the solution of the problem defined in the scarcity of skilled labor. Apprenticeship, as distinguished from other forms of vocational and even plant training, is a carrying out of the traditional indenturing of potential skilled workers to meet presentday demands by training them on the job under actual job conditions and under the immediate coaching of qualified journeymen and foremen. By Act of Congress in 1937 the activities of the Federal Committee on Apprenticeship were placed in the United States Department of Labor. Within the Division of Labor Stand-

ards, the Apprenticeship Unit was charged both then and now with the promotion of sound apprenticeship standards and programs in cooperation with management and labor; more recently the Apprenticeship Unit has been designated as a defense agency concentrating during the past year almost exclusively upon defense industries.

Visible limitations in the supply of all-round skilled workers became self-evident as defense expansion got under way. Almost every labor organization, including the major international and national bodies as well as their affiliates, endorsed or reaffirmed previous endorsements and urged the promotion of the apprenticeship standards recommended by the Federal Committee. Both the American Federation of Labor and Congress of Industrial Organizations have within the past year taken this action. Similarly, employers are increasing their requests for assistance of the apprenticeship field staff to aid them in establishing and improving plant training programs. These requests were stimulated considerably by the local representatives of the Office of Production Management.

The apprenticeship field staff thru added funds made available by the Congress has been increased to 117, from a total of less than 20 a year ago. Approximately 50 more are contemplated within the next two months. These field men, a majority of whom prior to appointment were engaged in apprentice activities, are now extending a variety of technical services to industry in connection with in-plant training of skilled workers. The scope of their services can be visualized to some degree in comparing the 800 field contacts made during the month of May 1940 with the 6500 contacts made in May 1941. Results of the accelerated field contacts made are shown by the fact that in May 1940 there were but 500 apprenticeship systems operating under the improved standards set up by the Federal Committee, whereas today there are over 1000. The majority of these systems were developed and continue to operate thru joint committees equally represented by management and labor.

In June 1940 there were 21 state apprenticeship councils. In June 1941 the total had increased to 24, of which 15 are now operating under state apprenticeship laws.

Additional apprentices are being employed at the rate of approximately 3 percent per month. In the last six months they have increased approximately 30 percent, reaching now an estimated total of 51,000. However, considering the normal replacement and apparent defense requirements, it is estimated that not less than 500,000 apprentices are needed.

Specialized attention is being required in such national defense industries as shipbuilding, aircraft, and machine tools. Consequently, specialists in the training of skilled workers in these industries have been appointed by the Apprenticeship Unit. Typical companies which have specifically adopted Federal Committee standards are: New York Shipbuilding Corporation, Sperry-Gyroscope Company, Carnegie-Illinois Steel, Lockheed Aircraft, Jones and Lamson, and such typical groups of employees as Houston Machinists, Rhode Island Associated Industries, and Chicago Pattern Makers.

Unlike other somewhat kindred programs, the training of apprentices is given by industry itself with the only cost to the government less than $10 per apprentice expended in the promotional and service activities of the Apprenticeship Unit. Almost from the beginning apprentices are engaged upon production work and continue to produce while learning, for which industry is at present paying them an estimated $6,000,000 per annum in wages.

By promoting the upgrading and in-plant training of workers other than apprentices, the field staff in cooperation with the Training-within-Industry Division of the Office of Production Management is helping to increase the productive value of workers by training on the job. Here again, industry bears the cost of training as a part of its normal expenditure. The magnitude of this pressing labor need as an adjunct to apprenticeship is indicated in the estimated 1,000,000 workers for whom some form of upgrading and in-plant training is now required.

In view of the increasing demands coupled with the growing interest by both management and labor, it is safe to predict a tremendous expansion in the employment of apprentices and the establishment of new apprenticeship systems in addition to a similar expansion of all phases of in-plant training.

Time does not permit further elaboration upon the functions of our agency; therefore, in my remaining time I want to step just a little beyond my assigned topic. You will note the titles of the many addresses being given at this convention, some of which are strikingly similar to those of previous conventions; many are new and have their roots in today's pressing problems faced by educators, students, and the public alike.

I submit that questions of teacher training, tenure, Selective Service deferment of teachers, school financing, special training courses, revised curriculums, and the like do not constitute our gravest problems. Nor do I believe such problems as the increasing of our army, navy, and air force, the building of aircraft, cannon, or ships, are quite as important as one single problem. I mean the refugee problem. Not the problem of refugees from Europe but "refugees from realism."

I daresay each of you has come in contact with such refugees even recently. I might even venture that some of you before me can be classed as such. Who are these refugees from realism? They fall into two classes, the "emotionalists" and the "materialists." In each class there are several subcategories. There is the "nocturnal" variety composed of those individuals who say: "Oh, I don't read the papers any more. I don't listen to broadcasts because this war stuff gets me so upset." Like the winged things of the night they shrink before the bright spotlight of facts and scurry back to their Stygian depths as quickly as possible. Another category of these emotionalists is the "rainbow chaser," who in spite of the mists and fog, the storm and gales, is content to believe that come what may there is a rainbow with its attendant pot of gold over the hill in the next valley. The "rainbow chaser," firm in his belief in the American way, sees no cause to worry, thus no cause for him to participate in our nation's defense activities.

Still another emotionalist is the "mirrored chameleon," that individual who reflects the latest impressions received as to trends and predictions of the final outcomes of every major issue, then changes his color accordingly. He is the one who glibly speaks with assured authority on every matter, whose blend of facts and fiction is so diffused as to reap nothing but rumor and confusion from the seeds of pseudo-wisdom which he sows.

Of even more concern to me are the "materialists," those "refugees from realism" who think in terms of naught but concrete and steel, air armadas and battleships, men and guns and powder. They completely ignore a host of fundamentals basic to our social and economic preservation. They choose to overlook the health, the morale, the spiritual, and moral aspects of our nation's life. They would scrap the social gains of two generations to meet today's demands. Security of workers, rights and individuals, education of our youth, care of our aged and indigent would be paid but passing attention by them.

As educators, it is our destiny to help to keep in proper focus our whole social scheme, lest perchance we find our first line defenses weakened by an inadequate basic defense. As cultural leaders in our home communities, educators today are charged with careful analysis of news, meticulous weighing of facts, honest transmittal of truth, and energetic development of virile and sane public morale. To this end, can you help America to nullify the sabotage being wrought by the "refugees from realism"?

THE PEACE THAT MUST COME

S. K. RATCLIFFE, ENGLISH JOURNALIST AND LECTURER, LONDON, ENGLAND

When the German armies marched into Poland nearly two years ago, Adolf Hitler announced that he was beginning a campaign of annihilation. The invasion of Russia underlines this terrible statement, for, as the greatest armies of the modern age are now at grips, it is certain that the area of the devastation and destruction of life must be enormously extended. The scope and character of the war are transformed by Hitler's decision to turn his forces against Russia, but it is essential to realize that, from the standpoint of Britain and her allies, the central purpose of the conflict remains unaltered.

The enemy is the most powerful military state ever built up. His aim is world conquest; his power must be broken; and in relation to Soviet Russia, the entire British people, at home and overseas, are in agreement with Winston Churchill's declaration that every power which is fighting Nazi Germany must be a friend and ally of Britain.

There are those who say now, as they were saying before Germany invaded Russia, that if it were a choice between naziism and bolshevism, they would prefer naziism as the lesser of the two evils. That, however, is not the choice, nor was it so before Hitler made his astounding reversal of policy toward Russia. It is not the choice before Britain and the other nations still unconquered, because they have not been threatened by an aggressive Soviet power. The question is not which is the greater evil,

Soviet communism or naziism, but which is the greater menace to Europe and the world, and as to that there cannot be the shadow of a doubt. Hitler's turning of his legions eastward is the resounding proclamation of his will to unlimited conquest.

The invasion of Russia is the greatest military operation of the modern age. Whatever may be the first results for Stalin and his government, we are faced with the certainty of mighty changes which were not within sight as long as Russia was a nonbelligerent. It is conceivable that Moscow may become a second Vichy. We cannot rule out the possibility of German dominance over all European Russia, with the vast regions of the Soviet Union being plunged into the chaos and anguish of counter-revolution.

The military authorities of America and Britain are virtually agreed upon one thing, namely, that the invasion of Russia makes an early end of the conflict impossible. This is indeed the Second World War. Before it reaches the final stage we shall know it to be the most stupendous upheaval in the history of mankind. It is not within human power to forecast the nature of the ending or to imagine the European scene as it will be when the bombers cease to roar and the giant tanks come finally to rest. But there are a few things which, in the vision of Britain and America, are comprised in the only kind of peace that the free peoples can look upon as tolerable.

1. This is not a war for the restoration of the status quo. The Europe which came to an end in 1939 is gone, and it can never be brought back. That is recognized by all parties in England and has been plainly stated by leading members of the British government.

2. It is not a war for the maintenance of the British Empire and its old privileged position. No empire that ever existed has changed as much as the British system in the past thirty years, and none has within it similar elements of reform.

3. While Britain is fighting for her own survival, for her very life, she is fighting also for the liberation of Europe, for the restored freedom of those peoples which have gone down before the Nazi aggressor in the most ruthless series of conquests known to mankind.

In no previous war have the minds of men been so actively engaged in debate upon the future forms of government and of world organization. Of course, we cannot make blueprints of the future, for nothing is more certain than that its outlines will be utterly unlike any that could be drawn in 1941. But one thing at least we may say. As Anthony Eden, the British foreign secretary, put it the other day, the former anarchy of Europe will not be allowed to return. The Old World must be organized for collective security and in full collective responsibility for peace.

SECOND ANNUAL SUMMER CONFERENCE

Teachers College, Columbia University, July 7–18, 1941

The conference was organized especially to have teachers of all age level groups consider together the theme, "Developing a Modern Curriculum for Children and Youth of Today."

In order to meet the study and recreational interests of classroom teachers, lectures, individual conferences, library reading, observation in the demonstration school, guided study tours of the environment, group discussions, and regional meetings were provided as a part of the conference. A typical day included: in the morning, a lecture by an eminent authority on education, attendance at a meeting of a study group to consider specific phases of curriculum problems, observation of work at the summer demonstration school, or use of the library along the lines of the teacher's particular interest; in the afternoon, another stimulating lecture by one of the best minds of the educational world, a meeting of the study group or of a regional group, attendance at a guided tour which might be a field trip to study two types of school communities, a boat trip around Manhattan, a trip to see New York housing needs and new developments, or a visit to a big league baseball game; in the evening the well-balanced program offered such worthy recreation as dinner at the La Guardia Airport, a theater party at one of the best current plays on the legitimate stage, or dinner in Chinatown at midnight followed by a trip to see New York City's food supply arrive at the markets.

One hundred and ninety classroom teachers from all parts of the country attended the conference. Teachers College of Columbia University opened its wealth of resources and facilities to insure a program which provided the teachers of the nation with inspiration for meeting their particular problems, as well as worthy recreation of mind and body.

SECRETARY'S MINUTES

Boston, Massachusetts

Tuesday, July 1, 1941

The meeting was called to order at 2:15 P.M. by the president, Mrs. Mary D. Barnes.

The chairman of the Rules Committee, Charles Gardner, gave his report. After brief discussion the motion was made, seconded, and carried that the report be accepted as read.

J. D. Hill moved to dispense with the reading of the minutes of the Milwaukee meeting. The motion was seconded and carried.

Mary Morris, chairman of the Constitution and Bylaws Committee, gave her report concerning suggestions received relative to amending the constitution. Miss Morris recommended that the suggestions be filed for consideration at the annual meeting of the Department next year, and then moved that her report be adopted. The motion was seconded and carried.

Vera Hawkins, a member of the Elections Committee, read a resolution of the Committee and moved its adoption. The motion was seconded and carried.

Alice Vail, chairman of the Resolutions Committee, read her report in sections. After each section had been discussed and amendments or deletions made from the

floor, Miss Vail moved for its acceptance. The various motions were seconded and carried until the entire report had been accepted.

Edna Tobias moved that the remaining order of business down to nominations of officers be tabled until Wednesday, July 2. The motion was seconded and carried.

Nomination of officers was the next order of business. The following were nominated: president, Katy V. Anthony, Richmond, Va., and Harold Templeman, Cedar Rapids, Iowa; vicepresident, Grace Burgess, Denver, Colo., and C. Marguerite Morse, Clearwater, Fla.; secretary, Mrs. Eleanor F. Edmiston, San Diego, Calif., and Joanna Z. Connell, Boston, Mass.; southeastern regional director, Margery Alexander, Charlotte, N. C.; south central regional director, Mrs. Beulah Keeton Walker, Dallas, Texas, and Mary Flahive, Kansas City, Mo.

The meeting adjourned at 5:00 P.M.

ELEANOR F. EDMISTON, *Secretary*

Wednesday, July 2, 1941

The meeting was called to order at 2:05 P.M. by the president, Mrs. Mary D. Barnes, who presented her report and recommendations. The reports of the other officers of the Department were then given.

Leonore Holliday, chairman of the Committee To Define Classroom Teacher, read her report, which had been tabled the previous day because of lack of time. The Committee recommended that the definitions be submitted to the Constitutional Revision Committee for consideration in 1942. Miss Holliday moved that her report be adopted. The motion was seconded and carried.

The reports of the following committees were then given, and accepted as follows:

Academic Freedom, chairman, Rena Rockwell. Report read by Eleanor Baptist and accepted.

Legislative Committee, chairman, Ona Raines. Report read and accepted.

Retirement, chairman, Anna E. M. Dwyer. Report read and accepted after discussion.

Salary, chairman, Elidia Salverson. Report read by C. Marguerite Morse and accepted.

Teacher Education, chairman, Jean Armour MacKay. Report read and accepted after discussion.

Tenure, chairman, Frances Jelinek. Report read and accepted.

The meeting adjourned at 4:00 P.M.

ELEANOR F. EDMISTON, *Secretary*

REPORT OF THE COMMITTEE ON RULES

The order of business for July 1 and July 2 shall be as printed in the Official Program.

Business Session, Tuesday, July 1

1. Call to order
   The president shall take the chair.
2. Order of business
   Report of Committee on Rules
   Minutes of Milwaukee Meeting
   Report of Constitution Committee
   Report of Elections Procedure Committee
   Report of Resolutions Committee
   Report of Committee To Define Classroom Teacher
   Nomination of Officers.

Business Session, Wednesday, July 2

1. Call to order
   The president shall take the chair.

2. Order of business

President's report and recommendations
Reports of other officers
Reports of committees:
Academic Freedom
Legislative
Professional Relations
Retirement
Salary
Teacher Education
Tenure.

3. Election of officers

Ballot boxes will be open from 12:00 noon until 2:00 P.M., and from 4:00 to 6:00 P.M.

GENERAL RULES

1. Recognition

No member shall be granted permission to speak more than once on the same subject until all other members who wish to speak have done so; and no speaker shall occupy the floor for more than three minutes at a time unless permission is granted by a majority vote.

2. Resolutions and motions

All resolutions, including those contained in reports of officers, boards and committees, and the report of the Resolutions Committee, shall be submitted in writing before they are voted upon. All motions must be submitted in writing.

3. Nominations

There shall be not more than one nominating speech for any candidate. Nominating speeches shall be limited to three minutes and seconding speeches to two minutes. There shall be not more than two seconding speeches for any one candidate.

4. Election

The election shall be by ballot on July 2, 1941, at Boston University, College of Liberal Arts, Jacob Sleeper Hall. Polls will be open from 12:00 noon until 2:00 P.M., and from 4:00 to 6:00 P.M. There shall be no soliciting of votes or distributing of literature on the same floor as that provided for registration and voting. The president shall appoint three members of the Association to enforce the election rules. All new business shall come at the end of the Wednesday meeting.

PROPOSED BUDGET FOR 1941-42

Field work and local clerical service	$3,400
Regional conferences	800
Conventions	3,600
Summer conference	420
Salaries—office secretary and typing clerk	2,800
Printing	
News Bulletin, Official Report, other publicity, letterheads	1,500
Office expense	
Supplies, postage, etc.	1,000
Contingency fund	1,000
Committees	480
Total	$15,000

RESOLUTIONS

This is a suggested platform largely evolved from resolutions passed repeatedly in former years. It may be regarded as a somewhat permanent statement of objectives.

To secure the improvement of the teaching profession we, the Department of Classroom Teachers, affirm our belief in and direct our attention toward these goals as objectives for which we will work continuously:

Platform

I. Better Teaching

A. Whereas, We have in various local communities citizens who either honestly fail to understand teacher problems, or who deliberately choose to misunderstand them, we, the Department of Classroom Teachers, earnestly endeavor to remove public criticism from our profession by seriously striving to accomplish the following:

1. Improvement in the teaching of our own subjects or grades to such an extent that our teaching skill shall continually develop and grow.
2. The effecting of a closer bond between the home and the school by urging:
   a. That all teachers ally themselves with parent-teacher organizations.
   b. That whenever it is possible, teachers meet the parents of their students and call at their homes, thus obtaining a firsthand knowledge of their pupils' environments—a practice which might solve many school problems.
3. The selection of the finest leadership possible for local, state, and national organizations. While it is true that all teachers act as representatives and interpreters for our profession, our leaders are doubly important, since they are so constantly before the public. Hence, the primary qualification in the selection of any leader should be his or her particular fitness to fill the particular office for which he is being considered.

II. Tenure

A. Whereas, Teacher tenure is essential to attract and hold the ablest, most courageous, and most socially-minded members of our profession; and
Whereas, without such tenure our schools will be manned by teachers under the control and domination of fear; and
Whereas, such fear lessens teaching efficiency and prevents the development of courageous, democratic, and socially-minded citizens; therefore, the Department of Classroom Teachers

Resolves:

1. To commend the National Education Association for setting aside an annual budget of $10,000 to use in securing tenure and to request that it continue this policy.
2. That the National Education Association retain tenure as one of the planks in its platform.
3. That the executive secretary of the National Education Association be instructed to work with the Committee on Tenure, using the services the National Education Association provides to assist the Committee in supporting, assisting, and initiating movements to secure tenure, to improve tenure laws, or to repel attacks on tenure in as many places as the Committee deems strategic.

III. Retirement

A. Whereas, The assurance of old-age comfort and dignity is necessary to secure and to hold the best type of teachers, therefore, the Department

Resolves:

1. That in order to promote efficiency in public education, teachers in every state should seek to establish reasonable and actuarially sound retirement systems to the support of which the state and/or the locality and the teachers contribute.

IV. Salary schedule

A. Whereas, We recognize that teachers as fully prepared are needed for the youngest child as for the university student; and
Whereas, unwarranted differentials in salaries tend to divide the teaching profession unnecessarily, therefore, the Department

Resolves:

1. To endorse the principle of the single-salary schedule which provides equal pay for equal training and experience.

V. Teacher load

A. Whereas, In many schools certain teachers carry a much heavier load in numbers of students per class, or in extracurriculum activities, or in both; therefore, the Department

Resolves:

1. That each administrator make a careful and analytical study of each teacher's load in his system, with a view toward making a fair equalization and assignment of duties and responsibilities.

VI. Academic freedom

A. The Department of Classroom Teachers affirms its endorsement of the declaration of the National Education Association on the child's right to unfettered teaching, as follows:

1. Teachers should have the privilege of presenting all points of view on controversial issues without danger of reprisal by the school administration or by pressure groups in the community. The teacher's conduct outside the school should be subject only to such controls as those to which other responsible and respected citizens are subjected.

VII. Classroom teachers organizations

A. Whereas, The Department believes that classroom teachers' problems can best be solved thru the teachers' own active, interested efforts; therefore, the Department urges the organization and continuance of classroom teacher associations and the affiliation of these with state and national professional associations.
The Department also expresses its appreciation of those progressive and far-seeing administrators, who, realizing that strong classroom teacher groups are assets and not liabilities to them in their work of administration, have encouraged the work of such groups.

Resolutions Added to Platform

I. Present dangers facing democracy and education

A. Whereas, Our greatest diligence and most intelligent effort must be exerted if our way of life is to survive; therefore, the Department

Resolves:

1. That in the interest of better inter-American relations the activities of the Citizenship Recognition Committee of the National Education Association be heartily approved.
2. That we urge local committees on defense and local education institutions to give increasing attention to the use of their school buildings and instruction for programs that might be adopted for common defense including citizenship training.
3. That we urge each local education association to appoint a committee to study the purposes and aims of the curriculum with regard to short-term and long-term educational planning and to conduct a survey of the community in connection with such study.
4. That boards of education be urged to grant each teacher called in any branch of the military service a leave of seniority for the period of his or her military duty, with definite assurance as to re-employment on his or her return without loss as to rank or pay.
5. That there be a well-planned system of exchange teaching between the United States and all Latin America.
6. That teachers place increased emphasis on the fact that all races and nationalities have contributed greatly to the development of civilization.
7. That schools assist in all efforts to secure a just and lasting peace at the conclusion of the present world conflict and encourage the government in movements looking toward the elimination of war as a method of settling international disputes.
8. That teachers renew their own faith in the spiritual values of democracy that they may successfully guide the youth of today (bewildered as they truly are by the chaos in the world) and thus turn them away from the swamps of defeatism and cynicism.
9. That we express our admiration for the courage and vision of British educators who are even now planning the revival of generous and friendly education in Europe and that we affirm our earnest desire to help prepare for a better-taught world thru better education; that we also here express our desire to cooperate in any possible way with the United States Committee on Reconstruction.
10. That teachers keep constantly before their students the responsibilities which a democratic form of government brings as well as the privileges it bestows.
11. That the Department heartily endorse the proposed commission of the National Education Association, Defense of Democracy thru Education, and in order to bring this commission close to the classroom teachers (who constitute about 80 percent of National Education Association membership) urge that the president of the Department of Classroom Teachers be a member of this commission.

II. To increase teacher interest in the National Education Association

A. Whereas, There is much apathy and ignorance on the part of classroom teachers regarding the benefits to be derived from the National Education Association, therefore, the Department

Resolves:

1. That adequate financial support be given the various committees of the Department that they may function more effectively.
2. That at least 50 percent of every National Education Association committee be classroom teachers.

3. That the splendid work of President Mary D. Barnes and her various committees be most heartily commended. Field work of the type she and other presidents have done has greatly strengthened the influence of the National Education Association.
4. That the regional conferences under the leadership of classroom teachers be commended.
5. That boards of education which release classroom teachers without loss of pay to participate in leadership activities be highly commended and that all schoolboards be urged to follow the example of previously-mentioned boards.
6. That schoolboards adjust teachers' salaries to keep pace with the rising costs of living.

III. Appreciation for courtesies extended by Boston teachers

A. The national Department of Classroom Teachers wishes to express its heartiest appreciation for the kind and generous hospitality extended to every visiting member by the Boston classroom teachers in their historic and fascinating city.

Department of Elementary School Principals

HISTORICAL NOTE

THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS, *temporarily organized as the National Association of Elementary School Principals at the Atlantic City meeting of the Department of Superintendence in February 1921, became a department of the National Education Association at Des Moines in July 1921.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Robert H. Edgar, Principal, Bedford School, Pittsburgh, Pa.;* FIRST VICEPRESIDENT, *Isabel Tucker, Principal, Festus J. Wade School, St. Louis, Mo.;* SECOND VICEPRESIDENT, *Marjorie Walters, Principal, Harrison School, Cedar Rapids, Iowa;* THIRD VICEPRESIDENT, *Laura E. Kellar, Principal, Atwater School, Shorewood, Milwaukee, Wis.;* FOURTH VICEPRESIDENT, *Mrs. Florine Howes Elrey, Principal, Central School, Mamaroneck, N. Y.;* FIFTH VICEPRESIDENT, *Raymon W. Eldridge, Principal, Lawrence School, Brookline, Mass.;* EXECUTIVE SECRETARY, *Eva G. Pinkston, 1201 Sixteenth St., N. W., Washington, D. C.* EXECUTIVE COMMITTEE, *Sarah L. Young, Principal, Parker School, Oakland, Calif. (term expires 1942); Elizabeth R. Malcolm, Principal, Truman Street School, New Haven, Conn. (term expires 1943); Irvin A. Wilson, Principal, Delano School, Chicago, Ill. (term expires 1944); Lester J. Nielson, 724 Windsor St., Granite District, Salt Lake City, Utah (term expires 1945);* CERTIFICATION DIVISION, *Cassie F. Roys, 2609 Bristol Street, Omaha, Nebr.;* LIFE MEMBERSHIP DIVISION, *Herbert C. Hansen, 1045 N. Lockwood Avenue, Chicago, Ill.;* PROFESSIONAL RELATIONS DIVISION, *Mason A. Stratton, School Administration Building, 1809 Pacific Ave., Atlantic City, N. J.*

This Department meets twice each year, in February and in July. The dues, $3, are payable to the Department of Elementary School Principals, 1201 16th Street, N. W., Washington, D. C. The Department publishes the NATIONAL ELEMENTARY PRINCIPAL *and a yearbook.*

ATLANTIC CITY MEETING

DOES OUR PRESENT CURRICULUM FIT THE NEEDS OF THE ELEMENTARY SCHOOL?

LEO J. BRUECKNER, PROFESSOR OF ELEMENTARY EDUCATION, UNIVERSITY OF MINNESOTA, MINNEAPOLIS, MINN.

IT IS THE RECOGNIZED TASK OF EDUCATION to help the pupil master the tools by which intellectual activity is carried on, to build in him an enlightened social intelligence, and to prepare him to participate effectively in the affairs of a changing, industrial, democratic society. The work of the school must, therefore, be significantly integrated with life in the community. Social understanding can best be developed thru a study of the changing processes of society, the ways in which intelligence has operated to bring about desired changes, the problems that are faced by society today, and the ways in which society is attempting to solve these problems. Children must be taught early to share in the responsible thinking and doing connected with their own affairs. They must learn to consider the social consequences of their acts. At the same time the school must seek to develop vital interests in its pupils that will make for worthy use of their leisure time and insure continued wholesome personal development. In the modern school the primary purpose of the curriculum should be the provision of a series of learning experiences that will develop in the learner constantly enriched social insight and understanding.

The educational program of a community consists of the total range of influences in the environment to which the individuals are exposed. The school is obviously the special agency set up by society to guide and direct the learning experiences of the children of the community. However, it is almost everywhere recognized at the present time that there are many other agencies in every community that affect either directly or indirectly the nature of the experiences that condition the growth of the children. Wherever the school takes an active part in the endeavors of the social group to improve its total general level of living, we can feel fairly safe in assuming that the influences which condition child development are being raised to a higher plane. When the school neglects this problem, the school is not playing its proper role.

Critics of our schools maintain that in many cases great emphasis has been placed on such factors as the consideration of the pupils' immediate interests, the use of construction activities often very crude and not genuine or true to life, the play-way of learning, and the emotional reactions of children, and that the common essentials have been lost sight of. They maintain that stress on the integration and reorganization of subjectmatter because of the bearing of this factor on integration of pupil personality has resulted in serious losses, since there are values in the systematic consideration of the various subjectmatter areas that disappear when they are not viewed in a comprehensive, organized way.

Altho I have been in schools where I have viewed educational programs that seemed to me to be open to some of these quite pointed criticisms, I must say that, if anything, we are still erring on the side of being too formal and traditional in most instances. Too frequently do we find teachers who fail to show the relationships between the various areas of the curriculum, who are drill masters who attempt to teach thru routine memoriter drill procedures without revealing to the pupils the functional value of what is being learned, and who completely overlook the emotional experiences of the children while they are trying halfheartedly to master meaningless subjectmatter. The weaknesses of the positions at both extremes should be recognized by those in charge of our schools.

The curriculum should not be organized into many different, isolated subjects, as it now is. The basis of organization should be the major field of human knowledge and culture, including language, social studies, and exact science which includes mathematics, health, and fine industrial arts.

The elementary schools of this country have in the past two or three decades drastically reduced the amount of nonpromotion at all grade levels. Whereas in the early decades of this century it was not uncommon to find percents of failure in the primary grades as high as 50 percent, such figures would be considered fantastic today. We can easily find schools at the present time in which nonpromotion seldom occurs. In some schools, nonpromotion simply does not exist. The trend on the elementary-school level appears to be clearly in the direction of the development of a program to insure uninterrupted continuity of progress on the part of all pupils.

This policy of uninterrupted continuity, if followed at the level of the elementary school, also has important implications at the level of the junior high school. There are those in our secondary schools who maintain that no pupil should be admitted to the junior high school until he demonstrates the mental ability and the degree of control of the basic intellectual tools of reading, language, and arithmetic required to pursue successfully the program of studies provided at that level. They maintain that pupils who are not adequately prepared to do so should be retained in the elementary school until they can be certified as ready and able to do the work offered in the junior high school.

Such a policy on the part of the junior high schools cannot be too severely condemned. If adopted it would result in the piling up of large numbers of children at the sixth-grade level, many of whom would undoubtedly become serious problem cases, especially if they were not promoted for any considerable length of time. This often happens at the eighth-grade level in states with state examination systems.

In some states there are state syllabuses which dominate the work in all schools. State examinations based on the details of these syllabuses practically compel many teachers, especially those in small places and in rural areas, to follow these state syllabuses almost slavishly, since their tenure depends on the success with which their pupils pass these state examinations. Often these examinations are of an inferior quality and fail to stress the most important values inherent in the subject. Worse still, these state syllabuses

in most cases make no provision for differences in the wealth, social status, industrial conditions, and educational potentialities among the various communities of the state. The schools are literally in a lock step.

Each of us should ask himself, "Is our school making a real effort to develop a curriculum which is as well adapted as the staff can make it to the needs of the pupils and conditions in the locality in which the school is operating? Or are we following rather closely a course of study developed by some central agency without making a real effort to adapt the course to local conditions?" If the latter is the case, we should ask ourselves, "Why does such a condition exist?" It is within the power of any well-organized professional group, for example, the principals of elementary schools, to take steps to bring about a change. The schools should be concrete demonstrations of practices that exemplify for the community the ideals of democratic living.

I have presented the issues, and members of the panel are ready to comment on various phases of them.

REEDER—We are doing an excellent job on what I would call "the method of democratic living in our schools." Our boys and girls are living together in groups and are voting on things from time to time. The teacher is treating children in a democratic fashion. The methods of democracy are getting into our schools, but we do not have a pure democracy and never will have. We have a representative form of government, and the most important single aspect of that is that the people want the right things, because in the last analysis representation is simply a door for getting people's wants. The thing which concerns me is that the real problems which face a state are never mentioned in a curriculum.

BRUECKNER—I wonder if asking questions in the classroom or voting on topics is as effective in developing people who are equipped for democratic living as discussing some of the real problems of the community would be.

WAHLERT—In an elementary school we have to be careful where we start our discussions. In St. Louis where we have sixth, seventh, and eighth grades, discussions on smoke would be a worthwhile thing, but I am afraid a lot of us will go home and think we have to discuss these things in the first, second, and third grades. We have missed many opportunities in St. Louis when we had so much smoke. We worked on it many years and finally the businessmen helped. Down in the blighted area where there was a good deal of smoke, the children can now see the sun.

LIVERIGHT—We have been interested in community resources, and we shall have to admit that we still fail to recognize ourselves as part of the community. This is natural for, as Mr. Brueckner traced the development of the school in the early days, the school took care of a narrow range of skill and the home was an educational institution. Ideas such as the following grew: "This is our problem, that is yours." "We shall do our work right." "You let us alone and you do yours right." Another difficulty is the time element. It is a busy world and there is much to be done. If we are going to think of the curriculum as a certain amount of subjectmatter to be considered, we are not going to have time to do these other more important things; but if we think of the curriculum of school experience as an oppor-

tunity to offer the child the enriched environment in which he lives, we are going to say we cannot get along without taking into consideration the community agencies, both public and private.

There are also the developmental agencies. A progressive principal, instead of listing the libraries, playgrounds, banks, museums, and other developmental agencies in her community, said, "I am going to have a functional survey." The teachers helped her find who were going to the playgrounds, and why more children were not going to the libraries. They tried to do something about it. I think that parents, too, are a resource to which we can look for help in the time of need.

BRUECKNER—What is the curriculum? If you limit the curriculum to what is done in the school, you have one approach. If you think of it in terms of what it is trying to do, you have another. If you think of the problem of character education, you find many children who do not cooperate. One wonders why they are that way. If you have a school in the slum area and the children are dull because of that, what can you do about it? I was in a school recently where one-half the children are undernourished. What can the school do about that?

LEE—I think both groups are aiming at the same thing but they are trying different methods. Both want a self-sustaining individual in the end. One group finds the various factors that they think go into that type of person and proceeds to teach him. The other group starts from a different point of view. It starts with the child instead of with the end result. It starts with the child's purposes and needs. In our reading-readiness work we find that if we have a child ready for reading, if he has a *need* for reading, he learns to read. If he does not have that need, and is not ready, he not only does not learn to read but develops attitudes that make it almost impossible to teach him to read. I think that is also true in many other fields. If we can find the child's needs, if we can make those needs in our curriculum wider for that particular child (and we have to know the child in order to do that), the child is going to do things with this activity.

The teacher must work harder than under the old formal system and be conscious of vital needs. Let us go back to this matter of reading readiness. It is a field in which I am more familiar. We all agree that the child must learn to read to be an effective citizen in our society; therefore, we want that to be one of the child's needs and, therefore, we have planned our work and his activities to develop that need. We may do it along this line or that, depending on other factors in the situation, but we are planning toward that vital, real need. That is one purpose of in-service, curriculum planning. It helps the teachers to get together to develop the philosophy as to what vital needs children should have and what vital needs we want them to have. This cannot be left to chance. We give the child activities in which he, at that particular time, is interested. Then there are other steps in which he is interested until he arrives at that particular need.

AUDIENCE—I think it is unfortunate that education cannot stay away from the extremes. We have thrown out of the program a thing like phonics because it had gotten to the point where it was an end in itself. We are

trying to throw out tables because they became ends in themselves. That is the main trouble with essentialists. They forget the thing they are aiming at.

BRUECKNER—Suppose somebody says the child should not be promoted until he can read as well as the average sixth-grade child. What do you mean by this? That means half of them cannot read that well. What do you mean by reading? Do you mean greater creative appreciation in reading, study habits in reading, and so forth? I might flunk a student on the basis of some place he is weak, whereas he may be strong in all others. I do not see how you can set up rigorous promotions. There are cities where a child making a grade of 74 instead of 75 cannot be promoted. Nothing is being done to adapt the program to his needs.

AUDIENCE—A few children do need extra time and extra advantages. I take the position that some of them need seven years in the six-year elementary-school program, and because they have had the extra year they have many of these advantages that have been spoken of today.

WAHLERT—As a group of principals, do you not believe we think of 100 percent promotions in terms of the "three R's"? Often a child may move slowly because he is socially unadjusted. I went into an elementary school where most of the children have a foreign background and are economically underprivileged. The teachers were concerned because these children had not progressed with their reading program. These teachers asked, "What are we going to do?" No job in a school can be done except by principal, teachers, and parents working together. The first thing done was to consider these children and their background. It was found that they were badly handicapped. The teachers decided that if they could keep these children a year instead of a half year something could be done. This is where the sympathetic administrator approved the plan and said, "Try it." After the teachers had the children for a year they asked to have them a little longer. Another half year was added and it was found that by living with the children over a period of time a great many of their handicaps were overcome.

EDUCATION IN A DEMOCRACY

EDMUND A. WALSH, S. J., VICEPRESIDENT, GEORGETOWN UNIVERSITY; REGENT, SCHOOL OF FOREIGN SERVICE, WASHINGTON, D. C.

Democracy, while it is the easiest of all forms of government to establish, is the hardest to maintain and preserve. Tho it is the form of government that lies nearest the heart, it is the most dangerous of all governments. All administration is a sort of compromise and human government particularly is a compromise between the two basic institutions which are inherent to human nature and which lie deep in the very mainspring of human motivation. Every one of us has a tendency, a centrifugal tendency, away from authorities. It is natural for the human animal to be weak under the restraint of any control. We are annoyed by the traffic controls and at the board of health regulation. We are annoyed at everything which implies

that instinctive urge to self-expression. That is a definite psychological tendency in human nature. Also in this day the tendency to centralization with concentration of more power in itself is inherent in all government. That is significant of all human authority. It tends to autocracy. That first tendency, the centrifugal, if it is not curbed, will lead to chaos. If the power is not curbed, it will lead to tyranny. In the compromise between these two natural tendencies, this realization is what has made it endure thru one hundred and fifty-two years.

This tendency, which is inherent to both, is age long, and even Aristotle, long before Christ, taught us, broadly speaking, that there are three general forms of government—three general ways men have been governed thru the ages. Aristotle was the master of Alexander the Great, and the great Alexander would send back to the old Maestro his observances. When he conquered a nation, he sent to Aristotle the library, if it had one, and its historical records. In this way Aristotle was able to look back over centuries of history and he said: "There are these three general forms of government—monarchy, aristocracy, and democracy." The first was the rule of the one—centralized government. The second was the rule of the few. Aristocracy meant the rule of the best. He used words in their proper meaning. The word "aristocracy" has been corrupted, for it does not mean the best of wealth and birth. The third form of government, Aristotle maintained, was democracy, which, of course, is the rule of the many. "These," Aristotle said, "are the three healthy forms of government—the healthy, normal forms." But against each of these healthy forms, one of the unhealthy forms is being offset. Against the first healthy form of monarchy there is the corrupted form of tyranny—the degenerate form of the rule of the one. Against the healthy form of the rule of the aristocracy is oligarchy, the aristocracy type as it has been corrupted in modern English, in its meaning. Against the healthy form of democracy stands the form of anarchy.

In proportion as the units increase in number and varying intelligence, the hazards to democracy will increase also. The greater the number and diversity of the enfranchised, the more vocal and multiple will be the forms of influence seeking control of democracy and its central administration. The stability and virtues of the collective personality, therefore, will be the resultant of the attributes, ideals, and activities of its constituent units. That is why education in a democracy is always a tremendous responsibility. There is no divine guarantee that the moment citizens assemble under democratic institutions or approach a ballot-box, they will be endowed—or a majority will become mysteriously endowed—with new light, a mystic nobility that will automatically elevate them above vulgar prejudice, hot passions, and private interests. These are some of the dangers of a democracy. The sudden bestowal of political power which democracy confers is not accomplished by a quick increase of calm reasoning power, detached objectivity, or a religious sense of sacrifice for the common welfare. In fact, the opposite frequently ensues under the first draught of freedom and equality, that heady mixture of two dynamic ingredients that can intoxicate even unto delirium.

Freedom is and can be an attribute to democracy, but it is not absolute or

undisciplined freedom that a democracy should inculcate in the minds of its people. Equality must be carefully defined before it is widely canonized. Nature itself is mistress there, aided and supplemented by human exertion and human ingenuity. No democracy can guarantee equality of brains, equality of physical attractiveness, equality of imagination, equality of judgment, initiative, or equal capacity for success and leadership. It is one of the dangers for which we must continually be on the watch, because these virtues lead to exaggerated interpretation of immature minds. These differences springing from individuality are further increased by favorable environment and capitalized to varying degrees by individual initiative responding to legitimate opportunity. The freedom which democracy should guarantee is the liberty indispensable to the equitable development of all one's natural or acquired capacities; but that implied corresponding prohibition against encroachment on the correlative freedom of others. It shall guarantee equal justice under law impartially administered without discrimination arising from social position, religion, color, sex, wealth, or poverty. Beyond that, democracy cannot safely go unless its ideal be complete standardization of humankind and abolition of the most characteristic and most valuable attributes of human personality.

Democracy cannot guarantee any equality except legal equality. It can guarantee ordered liberty, but the very guaranteeing of that liberty inevitably creates personal, intellectual, financial, and social inequalities by releasing the gifts of nature, brains, bodily strength, initiative, and imagination. If you hope to abolish such natural inequalities you must reduce proportionately and penalize liberty. You cannot have both! One sinks as the other rises. Liberty goes down, down, down, for it is a free exercise of the government-given faculty that creates these inequalities. That is why I have always been uneasy about the label or title given the Social Security Act, for "social security" seems to guarantee something—that by doing certain things and deducting from your salary, when you reach sixty-five years of age, you are going to be taken care of by the government. There is no power on the face of the earth that can guarantee the American people their security.

Many democracies have slipped from the earth by internal degeneration and very few have slipped by external assault, hence the importance of a greater understanding and acceptance of these basic principles as expounded. The most important lesson is the law of discipline—discipline of mind and of conduct. I am not referring to daily discipline in the classroom. I am speaking of mental attitude of restraint and discipline which teaches a man to see life whole and not to bring himself to be led into the extreme. Discipline, therefore, is my final plea. Trees fall on their leaning side, and on some other occasion I may suggest to you certain lessons in our history of American education, for I believe the dangerous side of American education has been its "experiencism." It is tinkering with curriculum, trying this, that, or the other thing. The mind of the public has been endued with a sort of laissez faire; the classroom is regarded as a place to be entertained and taught how to kill time. I know that is not the fault of the teacher. I have

lived as a teacher for twenty-five years, and those of us who teach are not always the ones who make up the curriculum. We have yielded to fascism of the world in tinkering too much with the curriculum.

Instruction, information, knowledge, wisdom, and character are education, whether it be on the elementary, college, or graduate level. Each one is different from the other, and how many curriculum systems stop at one which merely informs and does not proceed to the other? That is the challenge to history and the challenge of chaos of the world today.

NATIONAL DEFENSE AS IT RELATES TO THE ELEMENTARY SCHOOL

CARLETON W. WASHBURNE, SUPERINTENDENT OF SCHOOLS, WINNETKA, ILL.

In one sense the elementary school may not seem to have any place in defense. Certainly the children we are teaching are not going to be shouldering rifles. They are going to be still in school when this war comes to an end, unless the war lasts until the end of complete destruction, and then we need not worry. Not more than 10 percent of the public will be engaged in the actual military enterprise. What is the other 90 percent going to do? What are the other 117,000,000 people going to do? Are they going to have a verbal debate among themselves or are they going to use the time they have thinking about the kind of world that is going to be reconstructed afterwards and trying to plan in advance the principles of friendship and cooperation that must exist, if that world is to continue to exist as a civilized one? In one place Father Walsh said what I wanted to say. He stated that one type of defense of democracy is external, or superficial. Most people in this country feel it is a necessary evil. It is certainly not a basic defense. The basic defense is the defense which comes thru understanding. That is the part of defense you and I can help. That is the part that does affect the children in the elementary school.

What are we trying to defend? We are trying to defend democracy. The historical analysis of the cycle as described by Aristotle, and so often brought out in history, leaves out one element because it has not existed until recently. We have never had a democracy in which there was a necessity for educating the masses for a democracy. Germany's democracy fell because the German people had been trained for an autocracy. When the people of this democracy were growing up they were in a school of more rigid tradition of scholarship and externally imposed discipline. Sometimes when people talk about the need for us to go back to the scheme of autocratic discipline in the school, with scholarship as our main effort, I wonder if they stop to think of the fact that no nation achieved that job as well as Germany did before the World War, and did not the German democracy perish? When the French went to Napoleon and a dictator, the people were not prepared for a democracy, and even at this present time the French schools have not prepared for a democracy.

It seems a shame that we need go thru that cycle of democratic degenera-

tion into the rule of anarchy and dictatorship. We, the teachers, must have the vision and wisdom to help our boys and girls grow up in the spirit of democracy, with the sense of responsibility that goes with it. Democracy is not a mere form of government. It goes deeper than that. The democratic form of government is an expression, a means toward an end. The essence of democracy is a way of life, seeking to give to each individual the utmost possible self-fulfilment as a participating member of an individual society.

Is it possible human nature does change? It is nonsense to say you cannot change human nature. If it cannot be changed, let us all resign as teachers. We are constantly modifying human nature. We argue about this war as if there were no strength beyond our own. We give lip service to the church on Sunday and do all our thinking and talking as if there was no such thing as a higher power working toward our ends. Let us be practical and use the power that does exist in each of us; use the instincts that are positive instincts—have love and cooperation; and let us work with our children in our schools. Each of us will be in his schoolhouse next Monday, and we are going to have children at the desks. What are we going to do with them? First of all we have to look to ourselves. Children will learn more unconsciously by what we are than consciously by what we say. Emerson said, "Do not say things. What you are stands over you the while, and thunders so that I cannot hear what you say to the contrary." What we are counts more than anything else. Are we ourselves learning the spirit of cooperation, understanding, love, and tolerance? Are we practicing it in our own thoughts, our attitudes toward the German people, and our attitudes toward the people over the rest of the world? Are we taking a part in the movement within the nation which will work toward the positive things? Are we expressing our belief in cooperation by practicing it? Are we thinking in terms of whose eye it is to be? Are we letting our country degenerate into what is going to happen next spring, or are we striving to turn a country toward positive construction? We can do something about that.

Let us be thinking in terms of long-run values. Then let us recognize that the schools, if they are to train children for democracy, must themselves be democracies. Again let me avoid any misunderstanding. Democracy does not mean anarchy—laissez faire. It is a way of life in which each individual is a participating member of an individual society. That is the sort of democracy we should and can have in our schools. Too often children have no voice in the matter. You cannot imagine the pupils in a third grade discussing whether communism or fascism is to be prevented, but they could discuss whether snowballing should be permitted on the schoolgrounds. Whether or not their decision is wise, they will reap the consequences and they will learn by their mistakes. Democracy must be a real democracy. Children are not easily fooled. If you pretend to have democracy and let them make up their own minds the way you want it, they see thru it. Cooperating means both sides working together. There are times when teachers should exercise authority. Say so, when you are going to exercise authority, but when you are going to give the children the rule, let it be genuine so that it will be meaningful. Let them make mistakes, for

they learn thru mistakes. When you stop letting them make mistakes, you are making a pretense of democracy. Social consciousness is the thing we should have if we are to preserve democracy.

If we have a democracy within a school, we have also a recognition of the individual and the right of the majority. Democracy does not mean tyranny by the majority. Each person has a right to freedom as far as that freedom does not violate the freedom of others. If we have a democratic spirit within our schools, children will continue to respect individual differences. It is only thru that kind of training that our children can develop the type of democratic system which we are trying to defend.

Dramatics helps to develop group consciousness, but if it is to be one which counts for anything the children must keep in mind that they are sharing this with others and that they are part of the school. The same principle that applies to the group being on the team applies to all our social activity. That is not enough tho. They have to get outside the school. They have to get out and see how the community works together, the way the people work and think together, and see and feel neighborliness and the participation of all. People of the community, whether the mayor of the city, the president of the bank, or the farmer plowing the field, are contributing to the well-being of the community. We want the children to see this with their eyes. We will do that instinctively if we ourselves have the feeling of social consciousness. We cannot take children over the whole country, so we have to bring much of the country into our schools thru still pictures and motion pictures, and by all means of visual and auditory education. Let us give the children the feeling of belonging to a great nation, a feeling that democracy can achieve things. We do not celebrate TVA, Boulder Dam, or other things done by our democracy. Let us not be afraid of doing it when we have done things together. Let us dramatize those things and let boys and girls feel this is a thing which we, as a democracy, have accomplished. But let them also see that there are problems which have not yet been solved.

We have certain common ideals. The thing we disagree on is the means. When it comes to means we need plans, and children need to learn how to think. We also want objectives when it comes to saying which path is most likely to lead to a solution. It is only thru that kind of thinking that democracy can work. We need to go beyond our nation and help children realize our nation is part of a community of nations, that we are citizens of the world. We are world citizens, but we act as if we are not. We, as teachers, must help children to realize we are world citizens, and there must be developed consciousness with discipline and self-sacrifice if civilization and humanity are to survive.

BOSTON MEETING

NEXT STEPS AHEAD IN THE PRINCIPALSHIP OF THE ELEMENTARY SCHOOL—PANEL DISCUSSION

The leader of the panel was R. Heber Richards, director, Stanley Laboratory School, and professor of education, Teachers College, New Britain, Connecticut. The panel members were: Mary Lawlor, principal, Salem Hyde School, Syracuse, N. Y.; Albert L. Hartman, principal, Edgemont School, Upper Montclair, N. J.; Joseph E. Lynch, principal, Hugh O'Brien School, Boston, Mass.; and Florence M. Rogers, principal, McKinley School, Lakewood, Ohio.

The topics for discussion were:

1. A basic reorientation and reorganization of our thinking as principals in terms of the implications of changing concepts of human nature and learning on the one hand, and a fundamental consideration of the challenge of social realities on the other.

a. Newer concepts of science.
b. The organismic concept of learning.
c. The role of purpose in the new education.
d. Are the scientific attitude and democracy basically the same?

2. The cooperative creation of a learning environment which is in harmony with and conducive to the purpose of a school in a democracy.

a. The finest illustration of democracy in action that we can provide.
b. Cooperative attempts to solve problems.
c. How may we utilize the responsibilities of special supervisors in this process?

3. Professional growth of the staff thru democratic supervision.

a. Can, or should, older teachers be professionally re-educated?
b. Are teachers willing to share in the formulation of school policies?
c. Will teachers work with children in the manner principals work with teachers?
d. How may we help teachers become sensitive to their responsibilities?

4. Continuous evaluating of the school program in terms of cooperatively formulated and accepted purposes, and in terms of the scientific or experimental method.

a. How may we effectively arrive at a system or cluster of values with which to guide functional evaluation?
b. Must our purposes constantly be redefined?
c. What technics are available to help us evaluate progress in terms of purpose?

BETTER LANGUAGE FOR BETTER LIVING

FREDERICK H. BAIR, SUPERINTENDENT OF SCHOOLS, BRONXVILLE, N. Y.

Our choice of words and the way in which we use them mark us for what we are. The language of the scholar does not fit the man in the street. In a nation like this—in a democracy—the voice of the man in the street is heard and respected. Our job as teachers of English is to acquaint the future man in the street with those tools of language that will help him to move to a better street, or to move his street to be better.

To what kind of a street shall we help him move? From Main Street to Broadway, or Park Avenue, or Wall Street, or just to the other side—to the right side—of the tracks? The answer depends upon his place-to-be in life. We have to guess at that, and we can never be sure of guessing right, because

this is America, the land in which the boy from the bottom becomes the man at the top—sometimes. We do know what the probabilities are. We know that what his great-grandfather was has more relation to his future than what we, as his teachers, are. We know that his life at home before he ever saw the inside of a schoolroom has already affected his future more than we can affect it. We know that the kind of English used by his parents and his playmates sets the pattern for his language more than does the language textbook we give him to study.

Knowing these things then, why should we teach at all? If heredity outweighs the school, why not spend the money now devoted to education on better housing? The answer is simple: Education does improve the stock and it does improve environment.

There is a way to classify the levels of English that are spoken in America. First there is the white-tie-and-tails English, which is appropriate for state papers, after-dinner speeches by diplomats in Washington, funeral services, insurance policies, and apartment leases. Second there is white-collar English. If you say "stop" when you mean "stop" and "go" when you mean "go" you are using standard, white-collar English. The third is no-tie-and-slacks English, what scholars and even the rest of us call "slang." At its best it is the language of spice and spirit, a happy-go-lucky vehicle for the discussion of sports and for the banter of adolescent repartee. If you say "scram" when you mean "go," you are using no-tie-and-slacks English. Fourth is the down-at-the-heels English, known to scholars as vulgar or illiterate English. It is the language of the underprivileged, the uneducated; it is the language of the slums, of the characters in comic strips, and of some contemporary novelists. If you say "git" when you mean "go," you are using illiterate, down-at-the-heels English. The eradication of down-at-the-heels, illiterate English has been one of the major tasks of the school.

The trouble is that sometimes we as teachers know too much. In trying to pass on everything that we know, we pour out more than the pupil is ready for. We should slow up a bit in the teaching of English, just as we are learning to slow up in the teaching of arithmetic. We have no more right to expect literary perfection from an eighth-grade child than we have a right to expect him to master the mathematics of the quantum. We can no more expect him to achieve a collegiate standard of English usage than we can expect him to grasp the social significance of plays by William Saroyan.

Simplicity and clarity—these are keys to better language. These are keys to our teaching of better living thru better language. These are tools by which we should do that teaching. The first step in teaching simplicity and clarity of language is to be simple and clear ourselves in the language we use with children. We need to filter our vocabulary until the unnecessary words are strained out. The next step is to put into the hands of the children books that are themselves models of simplicity and clarity.

Does this mean that in teaching English usage we shall omit all the old, familiar terms of English grammar? In my opinion, it does not. As the child meets new concepts, he needs names with which to tag them. By means of grammar, we can teach the understanding of language principles.

To teach the principles which control facts is good, modern teaching in science, social science, arithmetic, art, and music. I do not know why we should let language be the only subject in which we fail to teach principles. Drill in English usage is just as indispensable as drill in arithmetic or the practice of music lessons. We know, however, that in all these activities, short periods of practice at frequent intervals produce better results than do long periods of drill at less frequent intervals.

It goes without saying that there is more to the teaching of language than emphasis on grammar and usage. If the child is to use better language as a means of attaining better living, he needs to know something of the uses to which language can be put. He might as well know, from the start, that every word he ever utters or writes will be for the purpose of influencing somebody. He might as well know that every word he hears or reads is for the purpose of influencing him. He needs to know that language is a subtle tool by which he will be sold much that he does not want. He needs to recognize the language of propaganda. He needs, in fact, at least the basic principles of semantics.

The teaching of semantics has been going on for ages under less formidable names. We cannot teach language without it. If the word "semantics" seems forbidding, let us teach the principles of meaning, for that is all that semantics amounts to.

Children, especially, need the clarifying effect of experience in the semantic manipulation of words. Childish knowledge of the essential nature of the printed and spoken word needs awakening—especially in these days of propaganda. Children need to learn that man and things are not always what they are called. They need to recognize the basic principles of semantics: the fact that words are not things; the fact that words do not even represent things; the fact that words merely represent thoughts. The ability to recognize propaganda is acquired. In times like these, we had better make sure that our children acquire this ability earlier in life than we did.

If we are to teach better language for better living—indeed, if we are even to maintain the standard of living we have now—the job is more than the training of the tongue and pen alone. The eyes and ears and hearts of our youth must be trained to recognize the tricks of language. One more skill must be added to those already taught in reading—the ability to read between and behind the lines.

NOW IT MUST BE TOLD

W. H. PILLSBURY, PRESIDENT, AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS; AND SUPERINTENDENT OF SCHOOLS, SCHENECTADY, N. Y.

For the last two decades education and the public have been gradually growing apart. That is due to a number of factors. First, education has been going thru a tremendous change. The old traditional school which I attended was not intended primarily for children. In those days childhood was

regarded as the measles or mumps—something we all had to go thru, but which had no rights of its own, and the quicker one became an adult the better it was for him. The curriculum and methods were adult methods and as a result the youngster's attitude toward his school was listless and he felt he was working for the teacher and not for himself.

Discipline was entirely controlled from without. Motivation was scarcely attempted except in the form of punishment. Teaching was an easy thing. All the teacher had to do was to assign to him pages which the child took home and memorized and reproduced at examination time, and the teacher's job was to hear him and see whether he had learned the things or not.

The modern school is a place where activity goes on, where questions are asked, not by the teacher so much as by the child; where the questions are regarded not as a means of examination but as an evidence of a mind alive; and that is a totally different proposition from the one to which the students of the traditional school are accustomed.

A second factor is the financial one. We have been going thru a depression, a time when money was difficult to get. We have been hoping that when the depression was over we might look for the kind of financial support which the schools formerly had. Money goes for a great many governmental activities which were not recognized in 1920. We are destined as I see it to find the tax subject to more and more demands, and the money for education is going to undergo more and more severe competition with other government funds, such as relief, old-age security, unemployment insurance, NYA, defense, and even paying for the debts. With all those demands on taxes, we are going to have a more difficult time to get the money to carry on the kind of system of education which our complex social conditions require.

Our third factor is the population. In the last century the population of the United States has increased by ten years. Also in the past the most rapidly increasing group has been the age group up to fifteen years. In 1930, for the first time in our history, that group actually decreased by over a million pupils. The age group from twenty to forty-five is remaining stationary with a slight increase, but the age group below twenty is not accelerating as rapidly, while the group over forty-five is accelerating with growing rapidity. It is being estimated that in 1942-43 in New York City there will be about one-half as many elementary-school children as there were fifteen years ago. That gives us something to think about. It may be estimated that in the next forty years the number of people below twenty-five will decrease by exactly one-third, while the number of people over sixty-four will increase three and one-third times. That is startling. When we remember that one-third of the population at the present time has no children under twenty years of age and about half the population has no children of elementary-school age, we see that change is going to be a serious matter. Most older people will occupy positions on our schoolboards and our city councils which have the privilege of dispensing public funds. The time has come when it must be told—when the public must understand about education; when it must be told not only in terms of words but in terms of deeds; when we must bring the public into participation in that process of education, and

make the enterprise a cooperative understanding as it has not been before.

The old time traditional schools were a closed corporation. Principals and teachers regarded them as entirely separate and apart from the community. They had their own laws and regulations and tolerated little interference from without. Schools can no longer exist to themselves alone. We can no longer give lip service to the idea that school is but one of a number of educational institutions. We must realize education is a life process. The pupil is educated not only by the school, but by his playmates, the church, his home, all the things with which he comes in contact. School is but one of a number of institutions, and these institutions must work together cooperatively in this enterprise. That means we must to a larger extent bring the home and community into the school. Some schools are doing this by means of parents' days. The acquaintanceship between the teacher and parent and home and school is a wholesome thing.

The school needs to go out into the community thru our social studies, extracurriculum activities, and studies of community resources. We need to get better acquainted with the things we have around us and bring the school into the community so the community can understand its terms.

The fourth factor is the production which we turn out. If we turn out the right kind of selling talk which is possible for a school to have, if we are developing in the school respect for property as exemplified in their attitude for school property and that of the neighbors, we are going a long way toward creating respect for the educational system. If the habits and the attitudes which the school breeds carry over into the home, there again we are building respect for what the school is trying to do. Bring the school into the community, and thus create better public relations. The principal can be the leader of the community.

SECRETARY'S REPORT

Atlantic City, New Jersey,

February 22-27, 1941

It was in the beautiful Rose Room, Traymore Hotel, Atlantic City, New Jersey, that the two general sessions of the Department of Elementary School Principals were held on Monday and Tuesday afternoons, February 24 and 25, respectively. Each meeting was attended by more than five hundred elementary-school principals, superintendents, supervisors, college professors, and teachers. Because of the illness of the president, Isabel Tucker, St. Louis, Missouri, the first vicepresident, Irvin A. Wilson, Chicago, Illinois, presided. As is the custom of the Department, the meetings were opened with community singing, led by James Cullen, Atlantic City, with Bert Estlow, Atlantic City, as accompanist. The Department is most appreciative of the fine contribution which was made by these two artists.

On Tuesday afternoon, immediately following the community singing, Mr. Wilson recognized Mason A. Stratton, Atlantic City, who read a tribute to Edythe J. Brown, past president of the Department, 1936-37, whose sudden death had occurred that morning while she was in Atlantic City attending the convention.

The topics and speakers for the general sessions were as follows:

First Session—Monday, February 24, Rose Room, Traymore Hotel, 2:00 P.M.
Irvin A. Wilson, First Vicepresident, *Presiding*
National Defense and the Elementary School

COMMUNITY SINGING

James Cullen, Atlantic City, New Jersey, *Leader*
Bert Estlow, Atlantic City, New Jersey, *Pianist*

REPORTS

Editorial Committee

Jess S. Hudson, Principal, Springdale School, Tulsa, Oklahoma, *Chairman*

Conference on Elementary Education

Alice B. Beal, Director of Elementary Education, State Department of Education, Boston, Massachusetts

EDUCATION IN A DEMOCRACY

The Right Reverend Edmund A. Walsh, Foreign Service School, Georgetown University, Washington, D. C.

NATIONAL DEFENSE AS IT RELATES TO THE ELEMENTARY SCHOOL

Carleton W. Washburne, Superintendent of Schools, Winnetka, Illinois

DISCUSSION FROM THE FLOOR

Second Session—Tuesday, February 25, Rose Room, Traymore Hotel, 2:00 P.M.
Irvin A. Wilson, First Vicepresident, *Presiding*

Does Our Present Curriculum Fit the Needs of the Elementary School?

COMMUNITY SINGING

James Cullen, Atlantic City, New Jersey, *Leader*
Bert Estlow, Atlantic City, New Jersey, *Pianist*

OPEN FORUM

Leader: Leo J. Brueckner, Professor of Education, University of Minnesota, Minneapolis, Minnesota

Panel Members:

Jennie Wahlert, District Principal, St. Louis, Missouri
Edwin H. Reeder, Professor of Education, University of Illinois, Urbana, Illinois
Alice K. Liveright, Principal, Logan Demonstration School, Philadelphia, Pennsylvania
Mrs. Dorris May Lee, Pullman, Washington, Author of *Importance of Reading for Achieving* and Co-Author of *The Child and His Curriculum.*

DISCUSSION FROM THE FLOOR

Social Affairs

Tea—The lovely reception rooms of the Crane National Exhibit Building were placed at the disposal of the Hospitality Committee to be used as headquarters for all elementary principals. Ralph Scull, who is in charge of the Crane National Exhibit, graciously made arrangements for tea to be served on Sunday, Tuesday, and Wednesday afternoons. Thru the courtesy of Mr. Scull, the Crane Building has, over a period of years, become known as headquarters for the Department of Elementary School Principals when meeting in Atlantic City. Several hundred principals took advantage of this opportunity to meet their friends and to enjoy the genial hospitality of the Atlantic City and New Jersey principals.

Breakfast—The first official gathering of the Department of Elementary School Principals at its twentieth-anniversary celebration took place in the form of a breakfast on Monday morning, February 24, Belvedere Room, Traymore Hotel. Among the one hundred and sixty-one persons who attended, three charter members were present. They were Elizabeth R. McCormick, Superior, Wisconsin; Edythe J. Brown, South Bend, Indiana; and Herbert C. Hansen, Chicago, Illinois.

After an enjoyable meal, which had been arranged by Ethel C. Hammell and Mabel C. Castle, Atlantic City, the presiding officer, Irvin A. Wilson, Chicago, Illinois, asked Robert H. Edgar, Pittsburgh, Pennsylvania, to lead the group in singing "Happy Birthday to Us," in honor of the completion of twenty years of achievement and growth of the Department.

Mr. Wilson read a telegram received from President Isabel Tucker, St. Louis,

Missouri, expressing deep regret at her inability to attend the convention and wishing for all a most pleasant time. At the suggestion of Mrs. A. Virginia Adams, Vineland, New Jersey, the group asked that a telegram be sent to Miss Tucker immediately following the breakfast, expressing a sincere wish for her complete and speedy recovery. Mr. Wilson also read the congratulatory message and letter which had been received from Cassie F. Roys, Omaha, Nebraska, and Marjorie Walters, Cedar Rapids, Iowa, respectively, members of the executive family who had found it impossible to attend the convention. Letters received from charter members of the Department—Emma O. Smith, Macon, Georgia, and M. Emma Brookes, Cleveland, Ohio—were also read.

Those who had made the excellent arrangements for this social affair were then introduced. Mason A. Stratton, Atlantic City, welcomed all visiting principals and told about the plans which had been made for the week. Alice B. Beal, director of elementary education, State Department of Education, Boston, Massachusetts, and co-chairman of arrangements for the Fifth Annual Conference on Elementary Education which this Department sponsored at Harvard University, July 7-18, 1941, invited all to attend the conference and gave a brief outline of the highlights of this two-week course. Margaret J. Davison, Springfield, Massachusetts, extended a cordial invitation to all to come to Boston during the convention of the National Education Association. Jess S. Hudson, Tulsa, Oklahoma, chairman of the 1941 Editorial Committee, briefly outlined the forthcoming yearbook on "Language Arts in the Elementary School." The executive secretary of the Department gave a few announcements pertaining to the plans for the week.

This delightful breakfast group found it hard to leave and attend those meetings scheduled.

Banquet—No lovelier picture has ever been seen than the one which greeted those who entered the ballroom of the Traymore Hotel, Atlantic City, New Jersey, Monday evening, February 24, 6:00 P.M. In the center of each table was a vase of red, white, and blue flowers. To complete the picture, at the speakers' table there were several larger bouquets of the same kind of lovely blossoms, which blended beautifully with the lighted pastel candles.

Irvin A. Wilson, first vicepresident, presided and asked Joseph Rosier, president of the Fairmont State Teachers College, Fairmont, West Virginia, to give the blessing, after which four hundred and ninety-five principals and their friends sat down to a most delicious meal. Illuminated desserts were served as the group listened to "America the Beautiful." An artistically decorated birthday cake with twenty lighted candles followed, as the banquet hall rang with music of "Happy Birthday." Just before the introduction of guests, and before the entertainment for the evening began, a brief period of community singing was led by James Cullen, Atlantic City. This was concluded by all standing and singing "The Star-Spangled Banner" as they faced six American flags.

In celebration of this twentieth anniversary of the organization of the Department of Elementary School Principals, all past presidents were special honor guests at this semiannual banquet. Those present were: Leonard Power, 1921-22, Worth McClure, 1922-23, Eva G. Pinkston, 1928-29, Herbert C. Hansen, 1929-30, Elizabeth R. McCormick, 1932-33, Aaron Kline, 1933-34, Edythe J. Brown, 1936-37, Mason A. Stratton, 1937-38, and Irvin A. Wilson, 1939-40. Among the honor guests was William P. Burris, in whose class at the University of Chicago the idea of a national department was originated.

After introducing the guests at the speakers' table, Mr. Wilson presented Homer W. Anderson, superintendent of schools, St. Louis, Missouri, who extended greetings to all those assembled.

Albert L. Hartman, president, New Jersey Elementary Principals' Association, extended a welcome to all, and presented (to Mr. Wilson, for the president, Isabel Tucker) a beautiful bowl, which was given with the compliments of the Lenox Pottery Company, Trenton, in celebration of the twentieth anniversary.

The evening's program was concluded with a skit entitled "Education's Album," which gave a panoramic view of the troubles and tribulations, as well as the suc-

cesses, thru which education has passed during these twenty years of the organization. The play showed that children's teachers go thru just as many stages of growth as do the pupils. It traced the activities of teachers thru the era of graphs, charts, and "probability curves" into a period of faculty meetings to mull over behavior problems and character training, then to the rise of the P.T.A. The "egg crate stage" of activity programs followed, and the scenes ended with a living picture of the principal's office as it is today.

The authors of this skit were: Francis H. Budd, Newark; George I. Brinkerhoff, Newark; James R. Floyd, Plainfield; Albert L. Hartman, Montclair; Walter Jacob, Jr., Jersey City; Mason A. Stratton, Atlantic City; and Eva G. Pinkston, Washington, D. C.

The splendid production was due to the untiring efforts of Ralph C. McConnell, Atlantic City, Mrs. A. Virginia Adams, Vineland, and their helpers. Principals and teachers of New Jersey made up the fine cast, with Robert H. Edgar, Pittsburgh, Pennsylvania, lending much to the success of the program as the narrator.

The officers and members of the Department of Elementary School Principals are indeed grateful to the New Jersey and Atlantic City principals for making possible one of the finest banquets which it has ever enjoyed. Appreciation is expressed to the members of the Committee on Arrangements, namely, Margaret Buchanan, Edyth J. Bateman, Atlantic City; Mrs. Mary V. Peters, Ventnor City; Mrs. Helen C. Brearley, Princeton; Albert L. Hartman, Montclair; and Mason A. Stratton, Atlantic City. Our hats are off to these people!

Executive Meeting, Sunday, February 23, 1941

On Sunday, February 23, the officers and Executive Committee met in the Club Room, Traymore Hotel, Atlantic City, New Jersey. The roll call showed the following present: Irvin A. Wilson, first vicepresident; Lester J. Nielson, third vicepresident; Laura E. Kellar, fourth vicepresident; Mrs. Florine H. Elrey, fifth vicepresident; Arnold Gregory, Sarah L. Young, Elizabeth R. Malcolm, and Robert H. Edgar, Executive Committee members; Herbert C. Hansen, director, Life Membership Division; Mason A. Stratton, director, Professional Relations Division; and Eva G. Pinkston, executive secretary. At the request of the Executive Committee, members of the Editorial Committee were invited to be present and to report the progress on the forthcoming issues of the yearbook. The following members attended: Jess S. Hudson, chairman of the 1941 yearbook; Nellie V. Lind, chairman of the 1942 yearbook; Walter Jacob, Jr., chairman of the 1943 yearbook; Mata V. Bear, chairman of the 1944 yearbook; and Richard R. Foster, assistant director of research, National Education Association.

In the absence of President Isabel Tucker, Mr. Wilson presided and called the meeting to order. Letters and telegrams were read from those persons of the official family who found it impossible to be present at this midwinter meeting. A motion was made by Mr. Nielson, seconded by Miss Malcolm, that the secretary be instructed to reply to the telegram received from President Isabel Tucker, who was absent from the meeting on account of illness, expressing regret on her inability to be present and wishing for her a speedy recovery. Motion carried.

A motion was made by Mr. Hansen, seconded by Mrs. Elrey, that the secretary be instructed to send letters to Cassie F. Roys, director, Certification Division, and to Marjorie Walters, second vicepresident, expressing regret that they did not find it possible to attend the convention. Motion carried.

A motion was made by Mr. Stratton, seconded by Miss Kellar, that a letter of sympathy be sent to Ann Troy, Nutley, New Jersey, member of the Atlantic City and New Jersey Hospitality Committee, who was confined to the hospital due to a recent automobile accident. Motion carried.

A motion was made by Miss Young, seconded by Mr. Stratton, that the reading of the Milwaukee minutes be dispensed with, since a copy had been sent to each officer for approval and had been printed in the October 1940 issue of *The National Elementary Principal*. Motion carried.

Mr. Wilson asked the members of the Editorial Committee to tell the group about

the plans for the next few yearbooks of the Department. Mr. Hudson presented in detail the proposed outline of contents for the 1941 yearbook, "Language Arts in the Elementary School." This yearbook will be published this coming summer and will be ready for distribution in September. A motion was made by Mr. Hansen, seconded by Mr. Edgar, that a vote of appreciation be extended to Mr. Hudson for the splendid presentation of this yearbook and for the untiring efforts which he and his co-workers have put forth during his three years on the Editorial Committee and especially during his last year as chairman of the committee. Motion carried.

Miss Lind reported the progress made on the 1942 yearbook, which will be on the subject of "In-Service Training of School Personnel." At this early date, the committee has received fifty-six replies to the recent letter asking for contributions, which was sent to members of the Department and to superintendents in large city schools. It is believed that this subject will prove to be a popular one.

The committee has not chosen a definite topic for the 1943 yearbook, but Mr. Jacob presented to the group the tentative ideas which the committee wishes to develop, and received several helpful suggestions from the members present.

Miss Bear gave two or three suggested topics for the 1944 yearbook, but no definite subject has yet been chosen.

The Editorial Committee made the following recommendations: (a) that the cover of the yearbook carry a different color from the one which it has carried for the past nineteen years; and (b) that the study guides be discontinued. Much discussion was carried on pertaining to these two recommendations. A motion was made by Mr. Gregory, seconded by Miss Kellar, that action on these two problems be deferred until the Monday morning meeting. Motion carried.

A motion was made by Miss Malcolm, seconded by Miss Young, that the meeting be recessed until Monday, February 24, 9:00 A.M. Motion carried.

Executive Meeting, Monday, February 24, 1941

The following officers and Executive Committee members convened in the Club Room, Traymore Hotel, Atlantic City, New Jersey, Monday, February 24, at 9:00 A.M.: Irvin A. Wilson, first vicepresident; Lester J. Nielson, third vicepresident; Laura E. Kellar, fourth vicepresident; Mrs. Florine H. Elrey, fifth vicepresident; Arnold Gregory, Sarah L. Young, Elizabeth R. Malcolm, and Robert H. Edgar, Executive Committee members; Herbert C. Hansen, director, Life Membership Division; Mason A. Stratton, director, Professional Relations Division; and Eva G. Pinkston, executive secretary. Mr. Wilson presided in the absence of the president, Isabel Tucker.

Margaret J. Davison, Springfield, Massachusetts, had been invited to appear before the Executive Committee to represent the Massachusetts people in making plans for the meeting of the Department of Elementary School Principals in Boston next summer. Tentative plans for the breakfast, banquet, and two afternoon sessions of the Department were set up.

The advantages and disadvantages of changing the color of the yearbook cover were again discussed at length. Since a precedent of a brown cover had been established, a motion was made by Mr. Hansen, seconded by Mr. Nielson, that the Department continue to use the same color for the cover on the forthcoming yearbook. Motion carried. A motion was made by Miss Kellar, seconded by Miss Malcolm, that this be the consensus of the officers for the next five-year period. Motion carried.

A motion was made by Mr. Nielson, seconded by Miss Young, that the Editorial Committee be requested to continue preparing study guides for the yearbooks of this Department. Motion carried. Jess S. Hudson, chairman of the 1941 Yearbook Committee, who had been invited to be present at this meeting, asked that those present carefully study the previous study guides and offer any suggestions as to ways in which such a publication can be made more valuable to the Department members.

A motion was made by Mr. Edgar, seconded by Miss Young, that the executive secretary be directed to call to the attention of incoming members of the Editorial Committee that a study guide is to be prepared for each yearbook and that the form of the outline is their own responsibility. Motion carried.

The executive secretary presented a detailed report of the accomplishments and problems of the Department to each officer. The group discussed quite thoroly the accomplishments up to the present, the plans for the future, and the problems confronting the Department.

A motion was made by Miss Kellar, seconded by Mr. Edgar, that the report of the Committee on the Study of Community Relationships be published when it is completed, and that it be given to members of the Department as an added service during the next membership year. Motion carried.

Plans for interesting more principals in becoming members of the Department were discussed. It was recommended that the headquarters office prepare for next year an enrolment leaflet on the services of the Department. It was believed that such a leaflet would help in placing the national Department before more of the elementary principals of the United States.

A motion was made by Mr. Gregory, seconded by Mr. Hansen, that the executive secretary be instructed to send a letter to all past presidents who were not at the Atlantic City meeting expressing sincere regret that they were unable to be present at this convention. Motion carried.

It was recommended that the executive secretary of this Department confer with S. D. Shankland, executive secretary, American Association of School Administrators, and see if plans could be arranged whereby the programs pertaining to elementary education could be scheduled so that they would not conflict with those of our Department. If such arrangements could be made, the principals could attend both sessions.

A motion was made by Miss Young, seconded by Mr. Stratton, that a vote of thanks be extended to Mr. Shankland and his chief assistant, Gladys Harlow, for extending to the Department of Elementary School Principals the invitation to meet with them at their convention and for making such fine arrangements for all events. Motion carried.

A motion was made by Mr. Stratton, seconded by Mr. Hansen, that the meeting be recessed until Tuesday, February 25, 9:00 A.M. Motion carried.

Executive Meeting, Tuesday, February 25, 1941

The last session of the officers and Executive Committee was held on Tuesday morning, February 25, in the Radio Room, Traymore Hotel, Atlantic City, New Jersey. The meeting was called to order at 9:00 A.M. by Irvin A. Wilson, first vicepresident. Other members present were: Lester J. Nielson, third vicepresident; Laura E. Kellar, fourth vicepresident; Mrs. Florine H. Elrey, fifth vicepresident; Arnold Gregory, Sarah L. Young, Elizabeth R. Malcolm, Robert H. Edgar, Executive Committee members; Herbert C. Hansen, director, Life Membership Division; Mason A. Stratton, director, Professional Relations Division; and Eva G. Pinkston, executive secretary.

The discussion of the executive secretary's report was continued. Due to increased cost of printing, a motion was made by Mr. Gregory, seconded by Miss Kellar, that the Editorial Committee be requested to limit the yearbook, as soon as it is possible, to not more than 448 pages. Motion carried.

It was recommended that the national Department do all it can to give support to any state group holding conferences for elementary principals.

A motion was made by Mrs. Elrey, seconded by Mr. Gregory, that the quotas for members be set for next year by adding a 5 percent increase to those states with 300 or more members and a 10 percent increase to all others. Motion carried.

Suggestions were made for the Boston meeting.

A motion was made by Mr. Stratton, seconded by Mrs. Elrey, that a committee of two be appointed to prepare a resolution of respect on the death of Edythe J. Brown, president, 1936-37, who had suffered a heart attack and passed away at 7:20 that morning—this resolution to be read at the Tuesday afternoon meeting, a copy to be sent to the bereaved family, and a copy entered in the records of this Department. Motion carried. Mr. Wilson appointed Mr. Stratton and Miss Kellar to prepare this tribute to Miss Brown.

A motion was made by Miss Malcolm, seconded by Mr. Nielson, that appreciation be expressed to the Atlantic City and New Jersey people for making possible such a splendid convention. Motion carried.

Appreciation was extended to Mr. Wilson for acting as the presiding officer in the absence of Isabel Tucker, president.

A motion was made by Mr. Edgar, seconded by Miss Malcolm, that a vote of thanks be extended to Miss Pinkston for the splendid work she has done in carrying on the work of the Department. Motion carried.

A motion was made by Mr. Gregory, seconded by Mrs. Elrey, that Ralph Scull of the Crane National Exhibit be sent a letter of appreciation for allowing the Department of Elementary School Principals to use the lovely reception rooms of the Crane Building as headquarters during the convention and for having his staff serve tea to all elementary principals Sunday, Tuesday, and Wednesday afternoons. Motion carried.

A motion was made by Mrs. Elrey, seconded by Mr. Edgar, that the meeting adjourn. Motion carried.

Representatives' Luncheon, Wednesday, February 26, 1941

The activities of the week for the Department were culminated with a luncheon for all city, county, district, and state representatives. Those who came to discuss plans for the advancement of the organization were: Robert H. Edgar, Pittsburgh, Pa.; Mrs. Florine H. Elrey, Mamaroneck, N. Y.; Mrs. Edna Erwin, Tampa, Fla.; T. Russell Frank, Abington, Pa.; Caro M. Gray, Bristol, Conn.; Herbert C. Hansen, Chicago, Ill.; Jess S. Hudson, Tulsa, Okla.; Edith Isakson, Omaha, Nebr.; Laura E. Kellar, Milwaukee, Wis.; Mary Lawlor, Syracuse, N. Y.; Nellie Lind, Denver, Colo.; Ralph McConnell, Atlantic City, N. J.; Henrietta McKinsey, Ashtabula, Ohio; Elizabeth R. Malcolm, New Haven, Conn.; J. E. Miller, Washington, N. C.; Mrs. Hazel S. Mowry, South Charleston, W. Va.; Lester J. Nielson, Salt Lake City, Utah; John Paynter, Wichita, Kans.; Eva G. Pinkston, Washington, D. C.; M. Elizabeth Remster, Alloway, N. J.; Mrs. Anna Rose, Chevy Chase, Md.; Frances Rosen, East Aurora, N. Y.; Deborah Shaner, Burlington, N. J.; Myrtle H. Simons, Burlington, N. J.; Ella Smallenburg, Buffalo, N. Y.; Mason A. Stratton, Atlantic City, N. J.; E. L. Turnbaugh, Irvington, N. J.; Paul Wamsley, Buffalo, N. Y.; Anna Williamson and Edith Williamson, Pittsburgh, Pa.; Irvin A. Wilson, Chicago, Ill.; Rachael E. Wilson, Huntington, W. Va.; Charles L. Worth, Lambertville, N. J.; and Sarah L. Young, Oakland, Calif.

At this informal luncheon everyone had an opportunity to get better acquainted and to enjoy a delicious meal. Mr. Wilson presided.

These fine people, who were all representing their own groups in making contact with the national office, came together for the purpose of discussing the ways that the Department can render the fullest amount of service possible to the principals thruout the country. Mr. Wilson said that the officers of the Department feel humble when they think of the fine record that has come down thru the years and when they think of the many people who have given their services in promoting the importance of the elementary principalship, and that because of the efforts of these fine people, the membership in the Department has continued to increase.

Miss Pinkston thanked all those who had taken time from this busy convention to attend this meeting and expressed appreciation for the splendid cooperation which they had given headquarters. She asked that each one let her know what headquarters can do to help in creating the interest of elementary principals everywhere for the Department.

The group discussed the different organization setups of the various states and many ideas were exchanged as to what is being done to promote the great work of the elementary principalship. Each person felt that he had gained much help and resolved to go home and let all principals know about the help and services of the Department of Elementary School Principals.

Meeting adjourned at 3:00 P.M.

Respectfully submitted,
EVA G. PINKSTON, *Executive Secretary.*

Boston, Massachusetts

Executive Committee Meeting, Sunday, June 29, 1941

The first meeting of the officers and Executive Committee of the Department of Elementary School Principals was held in Parlor E, Statler Hotel, Sunday morning, June 29. President Tucker called the meeting to order. The roll call showed the following present: Isabel Tucker, president; Marjorie Walters, second vicepresident; Lester J. Nielson, third vicepresident; Laura E. Kellar, fourth vicepresident; Sarah L. Young, Elizabeth R. Malcolm, and Robert H. Edgar, Executive Committee members; Herbert C. Hansen, director, Life Membership Division; Mason A. Stratton, director, Professional Relations Division; and Eva G. Pinkston, executive secretary.

A motion was made by Miss Malcolm, seconded by Miss Kellar, that the executive secretary be instructed to write letters to the absent members of the official family expressing regret that they were unable to be present at this summer convention. Motion carried.

A motion was made by Miss Young, seconded by Mr. Hansen, that the reading of the Atlantic City minutes be dispensed with since a copy had been approved by each member of the official family and had later been printed in the April issue of *The National Elementary Principal.* Motion carried.

The president next asked the executive secretary to present her report, a copy of which had been prepared and given to each officer and Executive Committee member. This report gave an extensive review of the membership of the Department not only at present, but over the twenty-year period, showed the present condition of the finances of the Department, and discussed the problems which are now facing elementary education.

A motion was made by Mr. Hansen, seconded by Mr. Stratton, that a letter be prepared which the officers and Executive Committee might sign to be sent to Richard R. Foster, assistant director of research, National Education Association, in grateful appreciation for the splendid work he has done in preparing and editing the past seven yearbooks of the Department and to wish him continued success in his new assignments. Motion carried.

A motion was made by Mr. Edgar, seconded by Mr. Nielson, that a letter of appreciation be sent to Frank W. Hubbard, director of research, National Education Association, for assigning Ivan Booker as the representative to help in preparing and editing the yearbooks of the Department of Elementary School Principals. Knowing what splendid work Mr. Booker has rendered in the past in helping other departments prepare their yearbooks, we are looking forward to a continued success and high standard for the yearbook. Motion carried.

The possibility of places to hold the Sixth Annual Conference on Elementary Education was discussed at length. It was the consensus that the group should wait until the city for the NEA convention was chosen and then consider this matter further.

A motion was made by Miss Kellar, seconded by Mr. Hansen, that the Department ask the university to which the Sixth Annual Conference on Elementary Education is taken for 10 percent of the proceeds of the Conference. This amount of money is to be used for advertising purposes. This motion was deferred so that further thought could be given to the problem.

A motion was made by Miss Walters, seconded by Miss Malcolm, that headquarters reprint the constitution and bylaws in a 4-page folder, since the present supply is almost exhausted. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Edgar, that a representative of the official family be selected to attend the meeting called by Secretary Willard E. Givens of the National Education Association on Monday morning, June 30. Motion carried. Miss Walters was selected to represent the Department at this meeting.

A motion was made by Mr. Stratton, seconded by Miss Walters, that the meeting be recessed until 9:00 A.M., Monday, June 30. Motion carried.

Executive Committee Meeting, Monday, June 30, 1941

At 9:00 A.M. Monday, June 30, the following officers met in Parlor E, Statler Hotel, to continue the discussion of the secretary's report: Isabel Tucker, president; Marjorie Walters, second vicepresident; Lester J. Nielson, third vicepresident; Laura E. Kellar, fourth vicepresident; Arnold Gregory, Sarah L. Young, Elizabeth Malcolm, and Robert H. Edgar, members of the Executive Committee; Herbert C. Hansen, director, Life Membership Division; Mason A. Stratton, director, Professional Relations Division; and Eva G. Pinkston, executive secretary.

The meeting was called to order by the president. The group discussed at length some of the things the Department could do to lead off on a defense program for elementary schools which would mean something to the country. A motion was made by Miss Walters, seconded by Miss Kellar, that a committee be appointed to work with headquarters in preparing a monograph on what some elementary schools are doing to teach patriotism and love of country, this monograph to be sent to members of the Department and sold to nonmembers. Motion carried.

A memorandum from William G. Carr, asking the Department to give publicity to the books published by the Educational Policies Commission, was read, discussed, and action was taken.

In case war comes and it becomes necessary to cut down the expenses of the Department, various suggestions as to ways this could be done without decreasing services to members were given. A motion was made by Mr. Hansen, seconded by Miss Malcolm, that the executive secretary be given the power to act in any way she finds necessary to economize for the Department. Motion carried.

A motion was made by Miss Young, seconded by Mr. Edgar, that the executive secretary be instructed to write a letter of appreciation to Mr. Givens for including in the fall broadcast letter which goes to elementary-school principals, a sentence inviting them to join their own Department—the Department of Elementary School Principals—and to offer to him the cooperation of this Department at any time it can be of service. Motion carried.

The question arose as to whether the Department should hold its meetings in San Francisco, should war come. A motion was made by Mr. Stratton, seconded by Mr. Nielson, that the executive secretary act in accordance with the advice of the American Association of School Administrators. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Malcolm, that the executive secretary be given the right to change the place of the meeting of the Editorial Committee, should conditions arise which would make this necessary. Motion carried.

Plans for the winter meeting at San Francisco were discussed at length. Miss Young, who is general chairman of affairs, reported what accomplishments had already been attained and asked the group to let her know what it would like done. A motion was made by Miss Malcolm, seconded by Miss Kellar, that the Department plan the Monday afternoon program February 23, and that the California Elementary School Principals be invited to have charge of the Tuesday afternoon program, February 24. Motion carried.

Headquarters had recently written to twenty members asking for criticisms and suggestions for improving *The National Elementary Principal.* The many helpful suggestions were tabulated and included in the report of the executive secretary. A motion was made by Miss Kellar, seconded by Miss Malcolm, that the executive secretary use her good judgment in making changes which would improve the bulletin. Motion carried.

A motion was made by Mr. Hansen, seconded by Mr. Gregory, that Mr. Stratton, Mr. Edgar, and the executive secretary be appointed a committee to formulate a procedure which can be used by principals and presidents of principals' associations to form a long-time planning committee in their own cities. Motion carried.

A motion was made by Miss Young, seconded by Mr. Gregory, that the meeting recess until 9:00 A.M., Tuesday morning, July 1. Motion carried.

June 29—July 3, 1941

The Department of Elementary School Principals met in Boston, Massachusetts, on the afternoons of June 30 and July 1, holding two general sessions in the Lecture Room of the Public Library. Over five hundred members and friends of the Department gathered to enjoy the programs. Community singing led by Robert H. Edgar, Pittsburgh, Pennsylvania, accompanied by LeRoy Fuller, Scituate, Massachusetts, preceded each session.

The topics and speakers for the general sessions were as follows:

General Session, Monday, June 30, Lecture Room, Public Library, 2:00 P.M.

Isabel Tucker, President of the Department, *Presiding*

The Responsibility for Leadership

COMMUNITY SINGING

Robert H. Edgar, Principal, Bedford School, Pittsburgh, Pa., *Leader*
LeRoy Fuller, Principal, Jenkins School, Scituate, Mass., *Pianist*

NEXT STEPS AHEAD IN THE PRINCIPALSHIP OF THE ELEMENTARY SCHOOL

Leader: R. Heber Richards, Director, Stanley Laboratory School; and Professor of Education, Teachers College of Connecticut, New Britain, Conn.

Panel Members: Pearl Bulloch, Principal, Edison School, Ft. Myers, Fla.
Albert L. Hartman, Principal, Edgemont School, Upper Montclair, N. J.
Joseph E. Lynch, Principal, Hugh O'Brien School, Boston, Mass.
Florence M. Rogers, Principal, McKinley School, Lakewood, Ohio

DISCUSSION FROM THE FLOOR

General Session, Tuesday, July 1, Lecture Room, Public Library, 2:00 P.M.

Isabel Tucker, President of the Department, *Presiding*

The American Way of Life

COMMUNITY SINGING

Robert H. Edgar, Principal, Bedford School, Pittsburgh, Pa., *Leader*
LeRoy Fuller, Principal, Jenkins School, Scituate, Mass., *Pianist*

BUSINESS MEETING

Report of Committees
Election of Officers

Program Sponsored by Massachusetts Elementary Principals' Association
Chairman, Margaret McGuire, Fairhaven, Mass.

BETTER LIVING THRU BETTER LANGUAGE

Frederick H. Bair, Superintendent of Schools, Bronxville, N. Y.

Banquet, Tuesday, July 1, "Casino," Hotel Brunswick, 6:00 P.M.

Isabel Tucker, President of the Department, *Presiding*

(Sponsored by the Boston Elementary School Principals' Club)

NOW IT MUST BE TOLD

W. H. Pillsbury, President, American Association of School Administrators; and Superintendent of Schools, Schenectady, N. Y.

Social Affairs

Tea—The officers and directors of the Massachusetts Elementary Principals' Association were hosts and hostesses on Sunday afternoon, June 29, in Parlor B, Statler Hotel, to 130 elementary-school principals who were from thirty-two states of the nation. Each person received a crepe-paper image of a pilgrim as a souvenir. These pilgrims had been made by the sixth-grade pupils of the Samuel Bowles School, Springfield, Massachusetts, of which Margaret J. Davison, general chairman of arrangements, is principal. Each guest registered in the lovely guest book which had been made by Fay Robinson, Holyoke, Massachusetts. This tea was indeed a nice way to begin the convention week.

Breakfast—The breakfasts of this Department have always been enjoyable affairs, but the one in Boston was superb because it was held out-of-doors at the Sidewalk Cafe, Hotel Brunswick. The weather was perfect for such an occasion and the food was delicious. One hundred and nineteen persons were present.

The splendid arrangements for this Know-Each-Other-Better-Breakfast were made by Milton Fuller, Gloucester, Massachusetts, and his very able committee. At each plate were found many souvenirs of Boston and nearby towns.

Before sitting down to this typical Boston breakfast, LeRoy Fuller, Scituate, Massachusetts, who had been asked by President Tucker to return thanks, instead led the group in singing the "Doxology." After all had eaten and had enjoyed the fellowship with others at their table, Miss Tucker made a few announcements, introduced members of the Hospitality Committee and asked them to tell about the plans which had been made for the week, and appointed the following Nominating Committee: Elizabeth Malcolm, New Haven, Conn., *chairman;* Sophie Bachmann, Detroit, Mich.; Thomas Rucker, St. Louis, Mo.; Herbert C. Hansen, Chicago, Ill.; and Margaret J. Davison, Springfield, Mass.

Mr. Edgar and Mr. Fuller led the group in more singing, after which President Tucker thanked all for coming and declared the breakfast group adjourned.

Banquet—Ye Historic Boston Dinner of the Department of Elementary School Principals took place in the Casino Room, Hotel Brunswick, on Tuesday evening, July 1. Promptly at six o'clock 258 principals and friends sat down to the tables in the beautifully decorated banquet room, after Senator Joseph Rosier of West Virginia had given the invocation. During the meal, the group was privileged to listen to several beautiful vocal solos rendered by Mrs. Frederic H. Sawyer. The banquet was in charge of the Boston Elementary Principals' Association and the fine arrangements were made at the hotel by Joseph E. Lynch and James L. Early, of Boston.

After introducing the distinguished guests at the head table and several special friends of the Department thruout the audience, President Tucker introduced W. H. Pillsbury, president, American Association of School Administrators, and superintendent of schools, Schenectady, New York, who was the speaker of the evening.

Under the able leadership of Agnes Barry, Brighton, Massachusetts, "Glimpses of New England's History, Poetry, and Art," was presented. These glimpses consisted of six living pictures showing, "Priscilla and John Alden," "Anne Hutchinson," "The Spirit of 1776," "Maud Muller," "The Angel of the Holy Grail," and "Peace, Victory, and Democracy." The narrator was Ethel L. Sawyer and musical numbers were sung by Mrs. Frederic H. Sawyer. Everyone in the audience not only enjoyed the lovely music and exquisite pictures but enjoyed participating in the program by being the verse speaking choir to read Henry van Dyke's poem, "America for Me." The Department is grateful to all the Boston principals for making possible such a fine entertainment and especially to Mrs. Henry W. Inman, Hull, Massachusetts, who was responsible for costuming and posing the characters.

Executive Committee Meeting, Tuesday, July 1, 1941

To complete a few items of business the president called a short meeting in Parlor E, Statler Hotel, Tuesday morning, July 1. Those present were: Isabel Tucker, president; Marjorie Walters, second vicepresident; Lester J. Nielson, third vicepresident; Laura E. Kellar, fourth vicepresident; Sarah L. Young, Elizabeth R. Malcolm, and Robert H. Edgar, Executive Committee members; Herbert C. Hansen, director, Life Membership Division; Mason A. Stratton, director, Professional Relations Division; and Eva G. Pinkston, executive secretary.

President Tucker asked Miss Walters to give a detailed report of the meeting called by Mr. Givens on Monday, which she attended as a representative of the Department. This excellent report was of interest to all.

The question as to where the Sixth Annual Conference on Elementary Education should be held next summer was brought up for final decision. A motion was made by Mr. Stratton, seconded by Miss Malcolm, that it be left to the executive secretary to select the best place after the convention city for the NEA has been chosen. Motion carried.

Mr. Hansen, chairman of the Budget Committee, presented the following proposed budget for 1941-42:

Estimated Receipts:		$30,000
Printing	$8,000	
General Office	9,500	
Salaries	8,500	
Convention Expense	1,000	
Editorial Committee	700	
Miscellaneous	600	
Contingent	1,700	
Total		$30,000

A motion was made by Mr. Hansen, seconded by Miss Young, that this proposed budget be accepted. Motion carried.

A motion was made by Miss Malcolm, seconded by Mr. Nielson, that the executive secretary be instructed to write to all who had a part in making the splendid arrangements for the Boston meeting and extend the thanks of the official family. Motion carried.

A motion was made by Mr. Hansen, seconded by Miss Walters, that the officers express their deep appreciation to the executive secretary for the fine work she has done and is doing for the Department. Motion carried.

Miss Pinkston expressed her appreciation for the wonderful cooperation and help she has received from the official family.

Meeting adjourned.

Business Meeting, Tuesday Afternoon, July 1, 1941

President Tucker called the group together for business before the presentation of the afternoon program, sponsored by the Massachusetts principals. Mrs. Edith B. Joynes, Norfolk, Va., reported on the work of the Safety Committee; Marjorie Walters, Cedar Rapids, Iowa, chairman of the Necrology Committee, gave her report; and the executive secretary read the report of the Community Studies Committee, prepared by Robert W. Eaves, Washington, D. C., chairman. Elizabeth Malcolm, New Haven, Conn., chairman of the Nominating Committee, presented the following nominations: president, Robert H. Edgar, Pittsburgh, Pa.; vicepresidents, Isabel Tucker, St. Louis, Mo., Marjorie Walters, Cedar Rapids, Iowa, Laura Kellar, Milwaukee, Wis., Mrs. Florine H. Elrey, Mamaroneck, N. Y., Raymon W. Eldridge, Brookline, Mass.; member of the Executive Committee to complete Mr. Edgar's unexpired term, Irvin A. Wilson, La Grange, Ill., and new member of the Executive Committee for a 4-year term, Lester J. Nielson, Salt Lake City, Utah. The above mentioned people were unanimously elected.

Representatives' Luncheon, Wednesday, July 2, 1941

The beautiful old historic mansion which belongs to the Women's City Club of Boston was the scene of the luncheon for all Department representatives and officers of principals clubs. Thirty-four persons attended.

After a delicious meal was enjoyed by everyone present, President Tucker welcomed all, called upon a representative of each state to tell the group how he or she carries on the membership campaign in his or her own state, and asked the executive secretary to give the trends for education as they appeared from the picture seen at headquarters. Miss Pinkston stressed the importance of the position of the elementary-school principal and presented the problems which are confronting the principalship.

At 2:00 P.M. the meeting adjourned.

Department of Garden Education

HISTORICAL NOTE

The DEPARTMENT OF GARDEN EDUCATION *was first organized in 1911 as the School Garden Association of America, an independent organization for the promotion of interest in gardening as a means of education, and for the extension of information as to how it may be conducted as a part of the school curriculum. Meetings were always held with the summer meetings of the National Education Association. At the twenty-ninth annual meeting of the group, held in San Francisco in 1939, a petition calling for affiliation of the Association as a department of the National Education Association was favorably acted upon by the latter and the Department of Garden Education was brought into being. Thru arrangements effective early in 1939, the magazine,* GARDEN DIGEST, *published at Pleasantville, New York, carries a section devoted to the interests of school gardening and serves as official organ of the Department. Annual dues of $1.50 include a year's subscription to* GARDEN DIGEST *and are payable to the secretary-treasurer. Meetings are held annually in connection with the summer meeting of the National Education Association.*

The officers for the year 1941-42 are: PRESIDENT, *Frances M. Miner, Instructor, Brooklyn Botanic Garden, Brooklyn, N. Y.;* VICEPRESIDENT, *Henry G. Wendler, Acting Supervisor of Gardening; Boston, Mass.;* SECRETARY, *Hattie Rainwater, Supervisor of Elementary Science, Atlanta, Ga.;* EDITOR, *Paul R. Young, Supervisor of School Gardens, Cleveland, Ohio.*

BOSTON MEETING

THE GARDEN AS A PART OF THE SCHOOL

WILLIS A. SUTTON, SUPERINTENDENT OF SCHOOLS, ATLANTA, GA.

WHAT IS A SCHOOL, and what is the education and training of a child? Some of us think that one of the great phases of education is the transmission of the culture of the past. For a definition of culture I would refer you to Mr. Kilpatrick, but the transmission of that culture certainly cannot neglect the soil, ground, land, fruit, flowers, plants, vegetables, crops that grow out of that soil, methods by which they have been produced in the past, what they take out of the land, and what should be planted to restore these deficiencies. These are a part of the transmission of culture, and the transmission of culture is certainly a part of the work of educating a child.

Where we ever conceived the idea that education is concerned wholly with books is beyond my comprehension. If a part of the work of a school is to develop the life of the child, then the garden is certainly a part of the curriculum and a part of the school activity.

I believe in the garden as a part of the school because civilization began in a garden; because happiness which we all seek, and service which we all ought to render, commenced in a garden. The garden provides the proper kind of exercise; it gives us the open air, the sky, and the stars; it brings to our nostrils the perfume of flowers; it quickens our appetites in order that we may enjoy the luscious fruit that comes from the trees or the splendid vegetables that grow out of the soil. It gives us the opportunity to live with those things that make life and that develop it. Certainly the training in a garden should be a part of the transmission of our culture.

The garden does more than provide fruit for our bodies, odors for our nostrils, and joy for our eyes; it gives us the opportunity to work to make the world more beautiful, more attractive to those who will come after us; it gives to us the idea that we are co-laborers with the great forces of nature and the great God back of those forces; and these things hidden in our heart while we dig in the soil make for character and development that transcend all the values of the printed page.

Give me a man with a hoe in his hand—give me a man with beauty in his heart—give me a man who loves the soil, and I will give you a man who believes in God!

FIFTY YEARS OF SCHOOL GARDENS IN BOSTON

DENNIS C. HALEY, ASSISTANT SUPERINTENDENT OF SCHOOLS, BOSTON, MASS.

It is appropriate to the occasion of the celebration of "Fifty Years of School Gardening in America" that the Department of Garden Education of the National Education Association should meet under the roof of an old and honorable society that had a prominent part in establishing school gardening in America. In 1890, the Massachusetts Horticultural Society

took the initial step toward introducing gardening into the school program by offering suggestions and some financial support for a garden at the George Putnam School in Roxbury. Henry Lincoln Clapp, master of the Putnam School, traveled to Europe and made a survey of school gardens then functioning on the Continent. On his return, he organized and conducted a garden upon the grounds of the Roxbury School that became a model for emulation thruout the country. The garden created thru the foresight of Mr. Clapp and the inspired advisers of the Horticultural Society stressed the educational uses of plants and gave secondary position to production by the children.

As the pioneer work of Mr. Clapp received appreciation in Boston, other public-spirited groups took up the task of making this educational and avocational opportunity available to greater numbers of young men and young women. The Twentieth Century Club, the Ruggles Street Neighborhood House, the South End Industrial School, and the Massachusetts Civic League made possible a fine start in children's gardening. The Boston School Committee gave its first financial contribution to gardening when, in 1901 it appropriated money for a large garden at the Boston Normal School, now Boston Teachers College.

Of great value in the early success of school gardens was the enthusiastic espousal and support of the cause by the Massachusetts Horticultural Society. From the start, donations of plants and seeds to the children, encouragement of perfection in culture thru the offering of awards, and annual exhibitions provided stimulation to these gardening efforts.

The World War and the sharply rising cost of food gave great impetus to the school gardening movement. The boys and girls of Boston responded patriotically to the call for production, and in one year, during the crisis, 10,000 home gardens were supervised by our teachers and 5000 young workers conducted gardens on vacant lots, school lawns, and even on historic Boston Common. In that period the School Committee and the park department cooperated to conduct what is probably the largest school garden project ever established in this country. Twenty-six acres of our Franklin Park were plowed and staked off into individual gardens. Pupils from sixteen schools in the neighborhood successfully grew crops, and 3500 young people participated in the work. During the first year Thomas P. Dooley, now head of the agricultural department of the Jamaica Plain High School, and John L. Mayer, submaster of the Dearborn schools, were in charge.

As a result of the valuable lessons derived from the war-gardens enterprise, the Boston School Committee established a permanent staff to supervise this activity. Previous to 1917 we had carried along the program under the supervision of the individual schoolmasters, and until 1918 gardening activities were coordinated by a temporary director. In that year, Daniel W. O'Brien was appointed permanent assistant director of the department of manual arts in charge of school gardening.

The Boston school gardening program is now conducted under the supervision of a permanent staff of employees and maintained by an annual appropriation of the School Committee. In addition, credit and thanks must

be given to the agencies and associations outside the school department for their great assistance in many ways. Thru their cooperation the youngsters of Boston have an opportunity to learn of living, growing things by actual contact with them. At the present time Boston has seventeen school garden plots in which hundreds of children work and study.

Another phase of our program is the gardening and recreation project in which our school department cooperates with the Women's Municipal League and the park commission in furnishing out-of-door opportunities to the children of the north-, south-, and west-end sections of the city. In the heart of a fine market garden district in the city of Woburn, Boston owns a large farm. Once the estate of Mrs. Mary Cummings, it was devised by her to be used as a pleasure ground for the people of Boston. Our public schools have cooperated in the proper utilization of this land by furnishing instructors, seeds, and equipment for four hundred children who are transported to the estate by buses on three days of each week during the summer. As supervisor of this project, Dennis M. Crowley of the Jamaica Plain High School has developed an elaborate program that includes games, nature walks, and a productive program of gathering profit from the children's work.

The Women's Municipal League has, with our cooperation, furnished to the children of our crowded districts the opportunity to be away from the heat of the city and out in the green fields. A pleasant and painless program of nature study upon the broad fields and varied sections of the Cummings estate has led city children upon their first exploration of the world of nature. Working under trained instructors, the children have become familiar with many of nature's processes and have learned to recognize various birds, trees, and wild flowers. All products harvested in the gardens are taken home by the children who grew them. While the amount of vegetables grown by any one youngster is necessarily small, yet it is conceivable that on some of Boston's dinner tables they are a worthwhile addition to the meal.

From the war-gardening days has come a valuable contribution to our present gardening program in the realization of the importance of the school plot in stimulating the improvement of home gardens. Supervision of home gardening for school children has been a practice thru the years, and at the present time there are over six thousand children carrying on this profitable and healthful activity each summer. Many a backyard which has been an eyesore has been converted into a beautiful spot, and many an attractively landscaped home in Boston is the direct result of early inspiration gained in the school gardens of our city. That this love for horticultural attraction is actively showing itself in Boston was proved last March when 5000 Boston children paid twenty-five cents each to visit and admire the spring flower show of the Massachusetts Horticultural Society at Mechanics Building.

To keep alive appreciation for the wonders of nature during the inactive months and to help in the teaching of biology thru living materials, the school garden department supplies to science teachers in our various districts potted plants and other materials for class study. These plants are grown

in our greenhouse. The facilities of the school garden department are available to science and art teachers thruout the public-school system. This service to the teachers of science and art is in addition to the use which they make of the plants growing upon the school plot. Wherever it is feasible to do so, our department establishes the school garden upon the schoolgrounds so that teachers may utilize garden plants in their class work.

Garden clubs in the school furnish an outlet for our youngsters who like to carry on their gardening, as all good horticulturists do, even outside the official season. Regular subject teachers find that the club helps to motivate pupils in their class work and has a stimulating effect upon success in their studies.

Another splendid feature of the school garden program in Boston, and one for which we of the school committee are grateful to the Massachusetts Horticultural Society, is the exhibition of the products of children's gardens held at Horticultural Hall in September of each year. This exhibition is helpful as an opportunity for practice in selecting and arranging the best products. At the most recent of these miniature fairs, eight hundred Boston children showed their flowers and vegetables and won 70 percent of the prizes.

The garden project has resulted in definite gains in the physical, moral, and mental well-being of thousands of Boston children. They have found profitable occupation for their spare time and will continue to occupy their leisure thruout life in a healthful hobby. They have proudly borne to their homes products grown by their hands and, in some sections, those fresh vegetables have meant a great saving and a help to their mothers. Moral training has come to them in the well-learned lesson that application to work determines the degree of success, whether it be gained in harvesting crops or in any productive enterprise.

Our boys and girls have gained a better community spirit—a pride and appreciation of the beauty of living things. From these children we need not fear vandalism in our parks or on our roadsides. They know the beauty that is about them and they will help to conserve it. And during the process of their introduction to the world of nature which they, as city youngsters, might never have understood or fully appreciated, they have had the joy of work, play, and study in open air, safely off the streets where danger always lurks for children.

As the result of early experience in school gardening, many of our Boston children have been inspired to follow agricultural vocations. That we have, thru this program, opened the road to new opportunity in agriculture for our boys and girls, is one of the proudest boasts of the Boston public schools.

CLEVELAND SCHOOL GARDENING PROGRAM

PAUL R. YOUNG, SCHOOL GARDEN SUPERVISOR, CLEVELAND, OHIO

Gardening has definitely "taken hold" in the Cleveland public schools. On foundations laid by pioneers in school gardening a generation ago, the last decade has seen the interest in gardening as a school activity rapidly rise,

until the Cleveland program is attracting national attention from school people and others.

More than 30,000 pupils in Cleveland schools receive instruction in gardening, either as a part of their regular elementary science course of study or in special technical and occupational horticulture courses in the higher grades. Out of this group more than 18,500 boys and girls last summer voluntarily carried on at home or in school gardens, definite school-sponsored projects or enterprises in gardening and plant growing. This figure compares with an enrolment of less than 5000 when the present type of program was started ten years ago. In spite of a rapidly decreasing number of pupils in school, there has been an increase in gardening project enrolment every year since the beginning.

The person who said that gardening is just drudgery for youngsters must be mistaken, for every one of these Cleveland boys and girls is gardening because he wants to and because he gets real fun and satisfaction out of his work.

Gardening in the Cleveland schools comprises three main phases, each of which is integrated into the citywide program. About 14½ acres of land, owned and operated by the board of education thru its garden department, provide the foundation. On about 9 acres of this land some 1200 pupils grow individual plot gardens—their own from start to finish, including the produce, but worked under teacher supervision. The other 5½ acres of land provide experience in general ornamental horticulture for the older students of special horticulture classes, also much plant material for science instruction in all schools and for many thousands of home gardens. A greenhouse on 7000 square feet of the area helps in the production of this plant material.

High-school and junior high-school horticulture and gardening classes enrol about 800 students, mostly boys. Their instruction entails use of the land and the production of needed plant materials as described previously.

The third and most widespread phase of this city-school gardening setup is the voluntary home project program. Thru it elementary-school and junior high-school pupils in Grades IV to VIII are offered, as a supplement to their regular science instruction, definitely specified gardening enterprises—gardens, window boxes, and house plants. Those who desire may enrol, on payment of a small enrolment fee (5 cents) for which they receive seeds and plants needed for the project they choose to undertake. Over 17,500 of them, in 132 schools, enrolled for these projects last spring and have been furnished their supplies thru the cooperation of the other two school gardening agencies, previously mentioned.

Specific instruction in school and supervision during the summer by their regular school year science teachers enable these youngsters to carry on with reasonable success and much enthusiasm. The home contacts by the school staff are likewise potent in building community goodwill for the school.

During September, garden exhibits will be held in most of the 132 schools mentioned above as a conclusion for the season's activities.

School credit is not involved in these home or school garden projects. The

work is done for the enjoyment and products obtainable. School recognition is by means of an attractive certificate of achievement. Only the junior and senior high-school pupils taking regular school courses in horticulture or gardening get school credit in the usual sense of the term.

Contact with nature and the soil is a fundamental of childhood training for individual and social balance. For many city children the schools must organize and guide such contacts if they are effectively made. Gardens are the most direct and universal approach to nature and her laws as they apply to man's struggle for food, health, and beauty.

SECRETARY'S MINUTES

Boston, Massachusetts

June 30-July 2, 1941

At 4:15 P.M. on June 30 the annual business meeting of the Department of Garden Education was called to order by the president, Frances Miner, in Horticultural Hall. In the absence of the secretary, Paul R. Young was appointed secretary pro tem.

The minutes of the 1940 business meeting, held in Milwaukee on July 2, were read and approved.

The president briefly outlined the activities of her year in office, relating especially to contacts with the Washington office of the NEA regarding sponsorship and assistance for the Department, and to contacts with the new publisher and editor of *Garden Digest.*

The financial report for the Department, as submitted by Clayton F. Palmer, secretary-treasurer, was read and approved. A motion to express the thanks of the organization to the three contributing members and to call for a letter of appreciation in the name of the Department was unanimously carried.

At the president's request, Paul Young briefly explained the workings of the National Council of Education, on which he represents the Department of Garden Education.

Susan Squier, chairman of the Nominating Committee, reported the results of the mail balloting for members of the Executive Committee. Hattie Rainwater, of Atlanta, Georgia, was elected for the one-year term; Herbert G. Meyer of Cleveland, Ohio, and Clayton F. Palmer of Los Angeles, California, were elected for the two-year term; Marvin M. Brooks of New York, New York, and Henry G. Wendler of Boston, Massachusetts, were elected for the three-year term; and Frances M. Miner of Brooklyn, New York, and Paul R. Young of Cleveland, Ohio, were elected for the four-year term.

The president explained the changes that must be made in the bylaws of the Department in order to conform to the requirements of the NEA for full participation in their services. Mimeographed copies of the proposed changes were distributed and discussed. A motion was unanimously carried adopting the proposed changes.

Marvin M. Brooks took the chair for the election of officers. He called on Miss Squier for the report of the Nominating Committee, which presented the following slate: president, Frances Miner; vicepresident, Henry G. Wendler; secretary, Hattie Rainwater; and editor, Paul R. Young. Nominations from the floor were invited. There being none, a motion to close the nominations and instruct the secretary to cast a unanimous ballot for the officers as proposed by the Nominating Committee was carried. Pursuant to such action by the secretary, the officers as listed were declared elected.

The president, Frances Miner, again took the chair.

Unanimous approval was given to the following resolutions of thanks and appreciation:

1. To Henry G. Wendler, local chairman of arrangements, and to all the members of his committee for the splendid program prepared and the efficient management of all its details
2. To the Massachusetts Horticultural Society for its hospitality in allowing use of its rooms and building by the Department thruout the week
3. To Paul H. Jones of Dearborn, Michigan, for his years of loyal and ardent service to the Department in the capacity of president and as editor.

Unanimous approval was given for the sending of an official expression of regret to Daniel W. O'Brien at his inability, because of poor health, to be present at the meetings of the Department held in his home city which included visits to many of the gardening centers of the Boston public schools, built up during his active career as school garden supervisor over the past twenty-two years; and also expressing the hope that he would soon be able to resume his duties in fully recovered health.

Marvin Brooks raised a question regarding the advisability of preparation by the Department of an official statement of the possible contributions to the national defense program that garden education can offer. After some discussion, the president appointed Dennis W. Crowley as chairman of a committee to consider the matter and take such action as might be deemed appropriate.

The business meeting was adjourned by the president at 5:15 P.M.

PAUL R. YOUNG,
Secretary pro tem.

Department of Home Economics

HISTORICAL NOTE

At the Atlanta meeting *of the Association in 1929 the necessary petition for the formulation of a Department of Supervisors and Teachers of Home Economics was presented to the Representative Assembly and to the Executive Committee. This petition was presented by the National Conference of Supervisors and Teachers of Home Economics. In 1930 at the Columbus, Ohio, meeting the Department was created by formal vote. At the meeting in Atlantic City, February 1938, it was voted to change the name of the Department to the Department of Home Economics. The former home economics organization has had a history rich in accomplishments. Its good work will continue as a department of the Association.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Clara Lee Cone, Supervisor of Home Economics, Public Schools, Atlanta, Ga.;* VICEPRESIDENT, *Mrs. Edith Murphy, Supervisor, Home Economics, San Francisco, Calif.;* SECRETARY, *Erbie Albright, Supervisor, Home Economics, High School, Wilson Ave., Morgantown, West Va.;* TREASURER, *Nell M. Waddington, Supervisor, Home Economics, Wichita High School East, Wichita, Kans.*

The Department of Home Economics meets semiannually, February and June of each year.

The Department publishes an occasional bulletin. The annual dues, $1, are payable to the treasurer.

REPORT OF THE PRESIDENT

CLARA LEE CONE, SUPERVISOR OF HOME ECONOMICS, ATLANTA, GA.

THE DEPARTMENT'S MIDWINTER MEETING was held in Atlantic City, February 22, 1941. There were joint sessions with the Society for Curriculum Study and with the Consumer Education Association. The annual meeting was held in Boston, June 30-July 2, 1941. There were joint sessions with the Department of Secondary Teachers and the Department of Vocational Education.

Some of the outstanding accomplishments of the year were as follows:

The book entitled *Family Living and Our Schools* was published by the Department of Home Economics and the Society for Curriculum Study. Beulah I. Coon, chairman, Erma B. Christy, Mildred Weigley Wood, and Frances Zuill formed the committee representing the Department in this joint publication. The first plans for a publication by the Department were made by Leila Bunce Smith, president of the Department, 1934-36. During the administration of Freda G. Winning, 1936-40, the cooperation of the Society for Curriculum Study was obtained for a joint publication. In 1940-41 it was possible to finish the publication. Members of the Department and educators in other fields have received this book with much enthusiasm.

A committee, with Helen C. Goodspeed as chairman, has been organized to plan a long-time program for the improvement of education for family life. The suggestion for the creation of this committee came from Beulah I. Coon, co-chairman of the Department publication, *Family Living and Our Schools*. Miss Coon expressed the desire that the book serve not as an end but as a point of departure, and that it "perform a real service in strengthening the educational programs at all levels considered in the publication and thru many subject groups cooperating." The committee is using *Family Living and Our Schools* and *Education for Family Life,* the 1941 yearbook of the American Association of School Administrators, as a basis for organizing this program.

For the third consecutive year the Department participated in the observance of American Education Week. Six thousand copies of a folder prepared by the Department were distributed to members and to principals, superintendents, and other educators. The title of the folder was *Home Economics and the Common Defense.* Ruth A. Sanger served as chairman of the committee.

A chapter on home economics for the report of the National Committee for Curriculum Planning has been written. Frances Swain represented the Department in the preparation of this chapter.

The Department approved plans for the formation of a coordinating council for the home economics section of the American Vocational Association, the American Home Economics Association, and the Department of Home Economics of the National Education Association. The purposes of the council, concerned primarily with progress of home economics education at the elementary and secondary level, are "to review programs of

work, to make suggestions concerning cooperative projects and annual program offerings, and to consider other matters referred to it."

A special committee prepared material to be used in promoting membership in the Department during 1941-42. This material has been published in an attractive printed folder. Ten thousand copies will be distributed thru the twelve regional directors, who are responsible for promoting membership in their respective regions.

Resolutions passed during the annual meeting at Boston, July 2, 1941, were:

WHEREAS, The present state of emergency and the national defense program have directed the attention of the nation to objectives identical with long established goals of the Department of Home Economics of the National Education Association; namely:

(1) developing a physically fit nation,

(2) improving economic well-being thru programs of conservation, budgeting, and wise expenditures,

(3) fostering democratic practices and experiences, and

(4) enriching and stabilizing family life; and

WHEREAS, The 30,000 teachers of home economics in the United States have been trained professionally to render the above services to the youth and adults of the nation in normal times, as well as in the time of emergency, *therefore be it resolved*

(1) That the Department of Home Economics of the National Education Association reaffirm its fidelity to its goals and ideals;

(2) That we urge all teachers of home economics

(a) to acquaint themselves with living conditions in the community, thru home visits and other appropriate means,

(b) to acquaint themselves with and to support both educational and service programs designed to improve living conditions, and

(c) to offer to those directing the defense program such skill, technical proficiency, and physical equipment as may be available in the home economics departments of the schools of the nation; and be it further resolved

(3) That for efficiency and economy we invite joint consideration of the public, school administrators, and supervisors and teachers of home economics of

(a) the best use of time, energy, and facilities available in the already established departments of home economics in our public schools, and

(b) the advisability of additional appropriations for expanding and making more effective educational programs in home economics in centers now existing and an extension to other centers where such programs are needed; and

(4) That a copy of these resolutions be sent to the following:

(a) President of the United States—Franklin Delano Roosevelt

(b) United States Commissioner of Education—John W. Studebaker

(c) Coordinator of Health, Welfare, and Related Defense Activities—Paul V. McNutt

(d) Director in Charge of Civilian Defense—Fiorella LaGuardia

(e) President of the National Education Association—Donald DuShane

(f) President of the American Association of School Administrators—W. H. Pillsbury.

The report of the Committee on Improvement of Education for Family Living and Our Schools is as follows:

Function of Committee:

1. To interpret to school officials and to the public the place and purpose of family life education

2. To explore ways and means of implementing the following books on family life:

Family Living and Our Schools—written by a committee of the Department of Home Economics of the NEA collaborating with a committee of the Society for Curriculum Study.

Education for Family Life—yearbook of the American Association of School Administrators.

3. To report concrete examples of progress frequently thru channels of the Department of Home Economics of the NEA and thru the NEA *Journal* or other publications.

The Committee suggests the following "things to do" in promoting a program to improve family life education:

1. Plan group meetings of home economics teachers in which the current yearbooks on family life education will be reviewed and discussed.
2. Arrange for group meetings with teachers in other subject fields in order to get joint thinking.
3. Explore the possibility of extending the home economics program to include the larger group in our schools, both boys and girls.
4. Cooperate with civic and social agencies which are interested in the improvement of home and family life.
5. Do some home visiting each term. It is essential that not only vocational homemaking teachers but all teachers of home economics include home visiting in their plan of work.
6. Cooperate with housing projects
   a. in the furnishing of sample projects
   b. in providing consultant service in family life education.
7. The work you are now doing is a form of family life education. Find ways of vitalizing your work from day to day by introducing real problems discovered by home visits and personal conferences with your pupils and their parents.
8. Remember that your own experience in family life is of vital importance to your success as a teacher. If it is in any way possible, keep house, make a home, learn thru living.
9. Do not ask, "What can I do to help in the defense program?" You have the lifeline of the defense program in your own hands—a glorious opportunity to contribute to the building of homes and the building of bodies and minds which will withstand the stresses and strains of a world at war.

The membership of the Department is 590.

ATLANTIC CITY MEETING

"FAMILY LIVING AND OUR SCHOOLS" AS AN AID IN DEVELOPING HOME AND FAMILY EDUCATION

BEULAH I. COON, AGENT FOR STUDIES AND RESEARCH, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

Is civilization, we ask ourselves, going to tumble about our heads while we are engaged in an occupation of significance primarily in a progressing, evolving, rather than a regressing culture? What of value is there in this civilization which it is vital to save at all costs? A moment's reflection on that question brings most of us to the conclusion that one aspect of our living which is most precious to us and to the future is that intimate relationship represented by a family where affection, protection, security,

shelter, and happy, creative, growing relationships exist. Most of us will agree that nothing in life can compensate for the loss of such experiences.

It is the hope that *Family Living and Our Schools* will be of assistance to teachers, curriculum workers, and others concerned with strengthening the school programs in education for family living. The purposes of this publication, therefore, are to help teachers and curriculum workers to see more clearly the various ways in which an educational program can be more effectively focused on permanent values in family living. We hope the philosophy expressed in the publication and the number of specific illustrations will be suggestive to teachers of any subject and encourage them to evaluate critically the contributions which are being made to family living at all school levels.

PREPARATION OF TEACHERS FOR EDUCATION IN HOME AND FAMILY LIFE

WILLIAM H. BRISTOW, ASSISTANT DIRECTOR, BUREAU OF REFERENCE AND STATISTICS, BOARD OF EDUCATION, NEW YORK, N. Y.

The objectives of teacher education in this area have been stated by the yearbook, *Family Living and Our Schools*. From a study of the area and these objectives, four statements seem to be in order:

1. Helping the individual to function effectively as a member of a family unit is a major objective which should be accepted by the curriculum at all levels.
2. "Family life education" is the term used to designate the type of education which helps to create those desirable knowledges, habits, skills, attitudes, and appreciations which contribute to successful family life.
3. Teacher preparation for family life education involves some common objectives for all teachers, in addition to special objectives for individuals preparing for special aspects of teaching.
4. To be effective, a teacher-education program must be unified, utilizing many resources, specialized personnel, situations, and opportunities.

Significant contributions to teacher education for family life are being made thru many fields. With the clarification of general aims and objectives in teacher education, attention is being given to aspects which affect family life. First, there is a greater disposition to give attention to child growth and development as a fundamental part of teacher education, and second, consideration is given both to the general area of human relationships and to the personality of the teacher.

The greatest gains at the present time will apparently be brought about by:

1. A change of emphasis on the program of teacher education, giving attention to a new set of values closely related to family life.
2. Coordination and collaboration among those interested in the problem, in teacher-education institutions and elsewhere.
3. Greater emphasis for prospective teachers and teachers in service on problems of personal development and human relationship.
4. Development of technics for more effective work with children and adults, especially in understanding dynamics of human relationships.
5. A better understanding on the part of teachers of the social situation, the part the family plays, and more especially, the import of social forces on the family.

ELEMENTARY-SCHOOL PROGRAM—FOR HOME AND FAMILY EDUCATION

ETHEL MABIE FALK, FORMERLY SUPERVISOR OF CURRICULUM, MADISON, WIS.

No one would recommend for young children a fifteen-minute class each day in the training for home life. So intentionally but so subtly must this training penetrate all the activities of the school that while its effect is felt both at home and in school the methods are neither standardized nor obvious.

In the elementary school, education for home and family life includes everything from the training of the kindergarten child to put on his own galoshes and snow suit to developing in the sixth-grade child tastes in reading that will carry over into his selection of books for home reading.

The illustrations reported in one chapter of the yearbook are evidence of the fact that in elementary schools thruout the country much thought has been given to the need for helping children in their problems of school-home adjustment and in their home and community relationships. But there is apparently unanimous belief that there is much yet to be done. "Education for home living" is a relatively new obligation for schools. It may be that we shall find ways to secure a better understanding of parents' wishes as to education for home and family living. It may be that civic groups, women's clubs, and men's service clubs can be drawn into these problems. It is as reasonable and natural as the current move by patriotic and civic groups to be critical and to exert pressure upon the schools for more training in citizenship and Americanism. In such a move we should find wide differences in opinion as to what constitutes a sound program in education for home and family living, but such differences are essential to accomplishment. May we hope that beginning in the nursery schools and extending thru the university there will be opportunity for the child to acquire appreciation of the security and pleasures of home and family and, more important, to learn what responsibility he has for increasing those satisfactions.

IMPORTANCE OF EDUCATION FOR FAMILY LIFE AT THE VARIOUS SCHOOL LEVELS

BESS GOODYKOONTZ, ASSISTANT COMMISSIONER, U. S. OFFICE OF EDUCATION, WASHINGTON, D. C.

We hope that the readers of the joint committee's report on *Family Living and Our Schools* will get an impression of the seriousness of home living problems at each of the critical ages and especially of the importance of education for meeting these problems at each age. Thru thinking and working together, the Committee has arrived at fairly unanimous beliefs about some of these matters. In order to state them briefly, I shall enumerate four of them as theses and try to summarize how we have come to think about them:

1. *The quality of family living is a matter of national importance.*

In a very real sense, then, we have a nation of individuals whom homes have made wise persons and foolish, friendly and shy, brave and hesitant, generous and selfish, kind and cruel, healthy and ill, industrious and lazy, responsible and thoughtless, affectionate and cold, law abiding and irresponsible, capable and dependent, happy and discontented. All of them together make up communities and they, in turn, make the nation. The nation's characteristics are a composite of what the homes have started.

2. *At each stage of a person's life there are problems of family living.*

It is easy for adults to enumerate problems and experiences of family living which are important at their own stage of adulthood. It is only natural that with all these skills to be learned, problems to be thought out, and difficulties to be solved, adults have developed for themselves a great variety of ways of getting together on their mutual concerns.

But more recently there has been a change in our point of view about the age at which education for home living problems is valuable. The need for some consideration of what these responsibilities and problems are at each stage or age then is obvious.

3. *The school must concern itself with these problems at each school level.*

This thesis would be acceptable if we agree to the principle of curriculum-making which says that the school's program should be made up of experiences which are important and which have immediate value for the pupil.

Education for home and family life can do this at each school level, for no part of an individual's life presents more important problems than those related to his home and to his family group, and in no part is there the possibility of more prompt and successful application of what one has learned.

4. *The whole school program can contribute to the purposes of education for home and family life.*

All teachers should be able to find ways of using their specialized fields to help answer the home problems and enrich the home experiences of their children. No field, as far as the Committee sees, is unrelated to the problems and unobligated for helping in their solution. Whatever else there is that rounds out the school's program needs to be examined critically, with an eye to its contribution to the values we are considering important.

CURRENT PROBLEMS IN CONSUMER EDUCATION

JAMES E. MENDENHALL, EDUCATIONAL DIRECTOR, INSTITUTE FOR CONSUMER EDUCATION, STEPHENS COLLEGE, COLUMBIA, MO.

As conceived by our Institute there are four major objectives of consumer education which may be stated thus:

a. To help a student become a better manager of his personal resources
b. To help a student become a wiser buyer of goods and services
c. To help a student become a wiser user of what he has
d. To help a student become a better informed and a wiser consumer citizen.

A strong case has been made for the content of consumer education in that it should include the main items for which the American people now spend their incomes—such basic things as food, shelter, clothing, transportation, medical care, recreation, and education. The content should be adapted also to the type of community in which the students live and the income levels of their parents.

Obviously, the method used should be in accord with the principles of modern educational psychology and philosophy. Concretely, this means that the teacher should use a variety of methods thru which the students may learn to deal with real consumer problems. There should be a wealth of opportunity for the students to carry out special projects, prepare exhibits, and take field trips.

In a given school the simplest way to set up a program of consumer education is to encourage each teacher to devote topics or sections of his course to the problem of the consumer. The other type of organization is for the teachers to develop plans cooperatively. Teacher committees might plan and prepare a program for all students.

The activities of some pressure groups constitute a threat to the development of the independent, sincere, and constructive program of consumer education in schools and colleges. But what is taught, including the methods and the material, should be determined by a duly constituted educational program and not by a pressure group.

A COMPREHENSIVE PROGRAM OF CONSUMER EDUCATION IN THE SCHOOLS

HAROLD F. CLARK, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

Reasons for consumer education—A fundamental reason for consumer education grows out of the increasing complexity of our economic life. The sheer number of commodities or services available is now enough to confuse the consumer.

Methods of providing consumer education—There are three basic ways we might use to provide a consumer education program in the schools. First, it could be built about the subjects now taught. The second alternative is to set up a separate course in consumer education, particularly in secondary schools and possibly even in the elementary. Thru it one could deal narrowly or broadly with the problem from any standpoint. The third method by which we could develop a comprehensive program is to build it around the basic areas of living. Such a program is beginning to appear in many places in the country. The school program is built around the broad fields in which people are going to have to live.

The nature of a functional school program—A completely functional school program would be built in large part around such areas of living as health, work, leisure, and the major consumer areas. It would seem to me that we will have to have such a school program in order to obtain sufficient time to deal with all consumer problems adequately. The point that

troubles most persons is what will happen to the old subjectmatter areas. In general, the answer is easy. They will be replaced by the new areas.

Outline of a comprehensive consumer education program—Our functional school then will have a major section of its program extending from the first grade thru the twelfth built around the major consumer needs of the individual and society. These consumer problems constituting this major area must be given a large place in the school system from the first grade thru the end of the secondary school. It is only by this means that we will be able to get a school system that can contribute the maximum amount to the growth of the individual and provide for the best development of our communities and our nation.

BOSTON MEETING

HOME, SCHOOL, AND DEMOCRACY

FREDA G. WINNING, ASSISTANT PROFESSOR OF EDUCATION, NEW YORK UNIVERSITY; AND TEACHER OF HOME ECONOMICS, CHRISTOPHER COLUMBUS HIGH SCHOOL, NEW YORK, N. Y.

Home economics lends itself to democratic procedure and is vital to a defense program, not in terms of cannon, ships, and bombs, but in terms of defense against the enemies of disease, instability, wastefulness, unhappiness, and disappointment.

An analysis of reports made recently by the regional directors of the Department of Home Economics reveals that home economics teaching programs are being adjusted to meet the needs of the emergency defense program:

1. By placing a new emphasis on nutrition, on the conservation of foodstuffs, and on the use of surplus commodities.
2. By including an impressive program of Red Cross instruction and garment-making. (More than 280,000 Red Cross garments are to be made in the home economics classes of one city alone and a proportionate program is under way in all sections of the United States.)
3. By attempting to meet problems arising from the influx of workers for defense in many communities, and problems of housing facilities, family adjustments, and budget revisions—up as well as down.
4. By offering training for wage-earning occupations that grow out of home-making activities.
5. By encouraging the practice of democracy in the home and the maintenance of spiritual values of sound family life that are essential to national morale and stability.

DEVELOPMENT OF NUTRITION PROGRAMS IN THE PRESENT EMERGENCY

HELEN S. MITCHELL, DIRECTOR OF NUTRITION ON THE STAFF OF THE COORDINATOR OF HEALTH, WELFARE, AND RELATED DEFENSE ACTIVITIES, WASHINGTON, D. C.

Scientific nutrition has made rapid progress during the past ten or fifteen years but application of the information has not kept pace. Now there is a sudden attempt to narrow the gaps—to apply nutrition knowledge for the benefit of more people than ever before. As a result, the science of applied

nutrition is suffering from growing pains, from too sudden popularity, from too much futile talk. Educators and especially home economics women in education have a responsibility to make nutrition teaching both vital and practical—to make nutrition function in school lunch or in college cafeteria, in home or in public eating place, for adults as well as for children.

The present emergency has pointed the need; it has not created it. It has jogged us out of a rut enough to make us think what we who know fundamental nutrition facts can do toward applying them. It has made the laymen who were formerly disinterested or indifferent willing to listen to suggestion and make application. Now we need to take advantage of these circumstances and give people the information they are asking for in a form they can understand and use. If we do not, the cranks and faddists will, and we shall be left holding the real bag but unable to give away the contents.

How can it be done? Originality and organization are needed. How few people use either of these "O's." There is need for originality in preparation of teaching and illustrative materials, in the presentation and even in the approach to stimulate interest. Whether it be with lay groups or in the classroom, a subject must be made vital.

Organization of people, as well as of materials, is necessary if nutrition teaching is to reach all groups of the population successfully. People who are acquainted and used to working together, in groups already organized, such as clubs, labor groups, or religious and fraternal organizations, are the best units for lectures or study groups. Organization of groups who want information may well come from the community, but professionally trained people must be ready to meet the demand for leaders and speakers.

In colleges as well as in secondary schools we have reached the students initially interested, but what have we done to interest and instruct the liberal arts, the physics, the secretarial, or business majors in the basic facts regarding nutrition as related to their own well-being? Service courses in nutrition, open to all students without prerequisites, are now offered in a few institutions but fail to accomplish their whole purpose because they are elected by a mere handful of students. The subject has not been made vital, has not piqued curiosity, has not really functioned.

Wake up to this meaning of better nutrition for yourself, your student, your neighbors, your community, your country.

THE CONTRIBUTION OF HOUSING PROGRAMS TO DEMOCRATIC LIVING

GLADYS A. LA FETRA, EXECUTIVE DIRECTOR OF NATIONAL COMMITTEE ON THE HOUSING EMERGENCY, INC., NEW YORK, N. Y.

Implicit in the goals of our democracy is the belief that every family should enjoy those essentials of life which we think of as the "American standard of living." Public housing takes one step in the direction of this goal by providing good housing at rentals which low-income families can pay.

Democracy, if it is to flourish, requires that its citizens participate directly in their government and that they learn to tolerate opposing views. Life in a housing project, with its social and cultural activities, restores to the tenants their sense of participation in the life about them, which has almost disappeared in our large cities.

WHAT LIES AHEAD FOR VOCATIONAL EDUCATION AS A RESULT OF THE PRESENT EMERGENCY

EUNICE S. HARRISON, PRINCIPAL OF MIDDLESEX COUNTY GIRLS VOCATIONAL SCHOOL, WOODBRIDGE, N. J.

Educators, like soldiers, must carry equipment. They will need professional training and experience, renewed energy, and high courage. All must learn what Walter Lippmann calls the lesson of our times, "That the things which have been made by the hard working, the brave, and the great cannot be preserved by the petty, the timid, and the lazy."

Vast changes, new opportunities, and grave responsibilities lie ahead.

Vast changes have and will be made in the speed, intensity, volume, and organization of business and industry—in the privation and curtailment of pleasure, in regimentation of all phases of our life. New opportunities will come to establish positive health, develop new fields of practical training, and promote finer home life. Responsibility rests upon educators to cast aside all traces of pettiness, hesitancy, and inertia and to unite in the program to make our youth strong, competent, and truly American.

WHAT LIES AHEAD FOR VOCATIONAL EDUCATION AS A RESULT OF THE PRESENT EMERGENCY

ROBERT O. SMALL, DIRECTOR OF VOCATIONAL DIVISION, STATE DEPARTMENT OF EDUCATION, BOSTON, MASS.

This topic means nothing short of projecting a comprehensive program for an all-out training to fit our citizens for profitable employment, boys and girls, men and women—for this emergency, yes! But also for those better days ahead when the emergency is past, yet the need of earning a living remains.

A few broad areas which lie ahead for vocational programs are: (a) in agriculture, (b) in homemaking and industrial education for girls, (c) in industrial education for boys, and (d) in distributive education.

Under any economic conditions, vocational education should be thought of as an integral part of the whole educational program and not as an entity separate and apart from it. But wherever organized, it should be distinctive in character, specific in content, dominant in amount, to the end that it may result in training of a quality to command the respect of employers; from its courses, enrollees should go equipped with a skill, an art, or a service which a workaday world needs and for which its employers are prepared to pay wages.

International Council for Exceptional Children

HISTORICAL NOTE

Application for the establishment of a Department of Special Education was made at the Atlanta convention in 1929. A petition bearing more than 250 names was presented at that time. The creation of the Department was authorized a year later at the convention in Columbus.

In Los Angeles the group of teachers and administrators interested in special education met on July 2, 1931, and final plans for the creation of the Department were made and a constitution was adopted.

In July 1941 the International Council for Exceptional Children and the Department of Special Education merged. The name of the Department was changed to the International Council for Exceptional Children, a department of the National Education Association.

The officers of the Council for the year 1941-42 are: PRESIDENT, *Samuel A. Kirk, Director, Division of Education for Exceptional Children, State Teachers College, Milwaukee, Wis.;* SECRETARY, *Jessie A. Tritt, Director of Special Education, Los Angeles City Schools, Los Angeles, Calif.;* TREASURER, *Mrs. Beulah Adgate, Saranac, Mich.*

The annual dues for the Department, $.50, are payable to the secretary-treasurer.

BOSTON MEETING

EDUCATION AND IDEALISM

PATRICK J. SULLIVAN, DIRECTOR, DIVISION OF ELEMENTARY AND SECONDARY EDUCATION AND STATE TEACHERS COLLEGES, DEPARTMENT OF EDUCATION, BOSTON, MASS.

AT THE PRESENT TIME, our nation is confronted with the immediate problem of equipping for war in a measure unheard of in its history. That makes our immediate problem a technological one—a problem of manufacturing arms, ammunition, planes, and ships, and providing men with the skills necessary to accomplish this. But the ultimate problem of our nation, as a matter of fact the ultimate problem of civilization in this crisis, is not technological; it is moral, it is social, it is economic; and it will never be solved by an army of skilled soldiers, skilled artisans, or skilled tradesmen. The solution of our problem will be effected thru the efforts of men of vision inspired by ideals leading a people similarly inspired. And that is the traditional American way of solving national problems.

We need not probe deeply into the history of our nation to find that recourse to the idealistic solution is the traditional American way. Thruout our entire existence we have been an idealistic people. At the very basis of our government is the idealistic philosophy of the scholastic philosophers of the middle ages declaring that all men are created equal and that they are endowed by their creator with certain unalienable rights and that among these are life, liberty, and the pursuit of happiness and declaring further that to preserve these rights, governments are instituted among men deriving their just powers from the consent of the governed. And when we amended our Constitution to encompass the Bill of Rights, we glorified the individual above the state in giving him the right to worship as he chooses, the right of free speech, and the right of free press. Therefore, at the root of our national life we find idealistic thinking of the highest type. And beyond this the very concept on which the democratic processes are based, that is, that just because most of the people say that a thing is so, therefore it is, is highly idealistic. And down thru our history we have legislated for, we have worked for, and we have fought for ideals. We have fought for freedom; we have fought for the principle that all men are created equal in the sight of their God; we have fought for democracy. We have legislated free public education for the children of all the people; we have erected national parks to preserve the natural scenic beauties of our nation; we have subsidized art; we have subsidized music; we have subsidized literature; we have legislated humanely for the workingman and the aged. We could go on multiplying instances to show that thruout our entire national life the solutions to our great problems have been idealistic.

Bear in mind that I am not here inveighing against skill training in our schools. As a matter of fact, I am a firm advocate of vocational training and think that we should do more and more of it rather than less. If we

in Massachusetts ever had any doubts on that score, they were dispelled recently when our department of education completed a survey of our youth under authorization of the Great and General Court. That study proved to us beyond any doubt that we must provide our youth with more and more marketable skills, if we ever expect them to take their proper places in society and to make their proper contributions. But my point is that we must not allow the urgency of our present problem to obscure the ultimate goal of education in our democracy, and that goal is to educate young men and young women of ideals. As teachers we should see to it that the opinion never prevails that our literature, poetry, music, and art are only the ornaments of education—subjects which are acceptable in normal times but which may be dispensed with in times of crisis. We must see to it that they are always accepted as of the essence of education in a democracy because out of these cultural courses comes the inspiration for idealism which is indispensible in the making of good Americans and, therefore, a good America.

EDUCATING THE DELICATE CHILD IN OUR PUBLIC SCHOOLS

EDWARD M. MC CARTY, SUPERVISOR, SPECIAL CLASS EDUCATION, SOMERVILLE, MASS.

It is of paramount importance that every effort be redoubled to safeguard the health of every child to the end that sound bodies, an understanding of correct relationships, the formation of the right mental habits, and the early examination and correction of all remedial physical defects may result in the splendid health foundation in the boys and girls of tomorrow. The open air school has proved beyond a doubt its ability to bring about these desired results.

Who shall enter the open air school? The tubercular should not enter because there are sanitariums for them. Rather, we must take those suffering from malnutrition and other debilitating aspects of child health. The highest incidence of defects found in the children that have been in attendance at the open air school have been malnutrition, teeth, skin, adenoids and tonsils, eyes, ears, and posture.

The educational program of the open air school must be mainly remedial. Children who enter these classes are backward because of illness. Resultant absences from school cause a losing of ground with no opportunity to make up work in the large classes of the ordinary school. In view of the prevalent backwardness it is obvious that the open air school with its smaller classes ought to do remedial teaching to improve the standing of the children when they return to their former schools.

The goal of the open air school is to return the child to his regular grade as quickly as possible in as good condition as he is able to achieve. Altho conditions are pleasant in the open air school the child's place is, as soon as he is ready, with his classmates in the ordinary school. The place is needed for the next child who awaits his opportunity to return to health. The teacher of the open air school must keep before him the school system

requirements for each grade so that the child may return to his former school well equipped both mentally and physically.

Health and education are so dependent on one another that one cannot have the second without the first. With good health a child is able to make full use of his abilities. Then, too, the type of individual instruction that must be obtained, to a great extent, in the open air schools, reveals hidden talents. The boy or girl with real leadership qualities or real gifts has little opportunity to use them in a large class where a weakened physical condition continually handicaps him.

It cannot be emphasized too much that the object of the school is not merely to give the child a special chance to get well but to teach him how to keep well by observing and practicing a hygienic way of living.

Regardless of the wealth of a nation there are always some handicapped children who must be rehabilitated. These children as well as those more fortunately situated in life deserve an opportunity to grow and develop into fine citizens. In forming these classes it should not be forgotten that a child need not be diseased to receive fresh air and abundant sunshine. We should try to reach those who are not visibly defective, perhaps, but nevertheless are below par and labor under serious difficulties.

DISCOVERING AND AIDING PHYSICALLY HANDICAPPED CHILDREN

MARGARET MAC DONALD, SUPERVISOR, STATE DEPARTMENT OF PUBLIC WELFARE, BOSTON, MASS.

Programs for discovering and aiding the handicapped vary greatly thruout the country. This is as it should be, for in the last analysis discovery and aid of the handicapped is a local problem, and any program for meeting it must be based upon the facilities and resources available in the particular state.

Legislative provision is made for the discovery of physically handicapped children of school age, under Chapter 71, Section 46A, of the General Laws of Massachusetts which requires school committees to make, annually, a census of such children in their towns, and further requires that where there are five or more unable to attend regular school classes, teachers shall be employed to offer instruction to children in their own homes or in such places as the school committees may arrange. The departments of education and public welfare are charged with the supervision of this census. These departments formulate regulations for carrying out the provisions of the law and provide consultation services for those meeting with special problems in providing for the handicapped child.

Chapter 326, of the Acts of 1939, provides for the reporting at time of birth of visible congenital deformities or conditions apparently acquired at birth which may lead to crippling. This legislation is under the supervision of the department of public health.

Abundant facilities are available in Massachusetts for the treatment of crippling conditions. More facilities for the care of children with rheumatic

fever and conditions resulting from same are greatly needed. Also needed is the further development of special schools and classes for the physically handicapped child in our larger cities; and further acceptance of responsibility for providing education for the handicapped child in communities where there are less than five handicapped children. The problem of the feeble-minded crippled child, and the mentally bright but hopelessly crippled child who cannot be given suitable care at home, also needs further consideration.

Common responsibilities resting upon all those engaged in the work of discovering and aiding the handicapped child are:

Learning to work with a vision and insight that sees the child as a whole, recognizing not only the major disability but those other physical or psychological defects which may add to his handicap.

Seeing the child in relation to his parents, and the community in which he lives, and making parent and community education a part of our program of aiding the handicapped child.

Refusing to follow any set pattern of dealing with the handicapped child but rather adapting our program of care to the needs of the individual child.

Being the first to see how changes in the industrial and economic world, as well as in the medical and educational professions, may affect the handicapped child; the new problems created for him, and how we are to deal with them.

The success of all our efforts in discovering and aiding the handicapped child depends largely upon the way in which physicians, educators, and social workers, alike, meet these common responsibilities.

MECHANICAL APTITUDE TESTING PROGRAM FOR MENTALLY RETARDED CHILDREN

JOHN P. TILTON, DIRECTOR, GRADUATE SCHOOL, TUFTS COLLEGE, MEDFORD, MASS.

The child who tests much lower on an intelligence test than the average we assume is deficient in promise, and of course such is usually the case. I believe, however, that it should be emphasized that the child who has poorer eyesight than the average, poorer sense of hearing, or other handicaps either as separate and individual deficiencies or as an accumulation of them, has by reason of these handicaps not had the same opportunities to learn as has the average child. By this I do not mean to imply that there is no such thing as constitutional mental handicap or that deviates from the normal are deviates solely or even principally because of the fact that their environment has been deficient. I do mean, however, to emphasize that since the defective child could not have had normal opportunity to learn and because the handicapped child has not been able to learn thru the normal pattern of formal schooling, we cannot assume that the information which present tests give us provides us with more than a knowledge that the deviating child deviates and the knowledge of the ways in which he deviates. Except for revealing the deviation and pointing out that the child needs special care and treatment (by no means an unimportant con-

tribution), most tests standardized on the normal individual are of little use in aiding us in developing a program for the handicapped. It is of course valuable to know and to know early that the individual differs from the normal and cannot profit by normal treatment. However, it does not tell us what treatment he needs, what potentialities he has that can be developed, or what the future possibilities *after training* lie ahead of one so handicapped.

The existing tests, therefore, are chiefly of value in segregating the handicapped child early and not in informing us how to compensate for or to mitigate the handicap. This is not a condemnation of existing tests but merely a recognition of their limitations. Providing for the real needs of the handicapped child can never be done successfully thru a study of the normal child or thru the application of information acquired by mass measurements of the total child population. The true needs of the handicapped child can be ascertained and measured only by a study of the handicapped child. Such a proposal is the main thesis of this paper.

After all, perhaps the most important factor in the education of the handicapped child, even more so than that of the average child, is the economic and vocational factor.

From the point of view of the individual child, from the point of view of the parent and the home, from the point of view of the community and of society at large, the chief job of the school is to provide the handicapped child with the skills and the adjustments necessary to allow him to take an effective altho probably an unimportant part in the economic life of the community. Nothing can substitute for this objective in its importance to the child. The defective child is truly a dependent and the defective adult may easily become always dependent unless he is provided with skills, shown where he can utilize them, and given the essential technical or occupational knowledge necessary for him to earn a living and maintain himself economically. The testing program for the handicapped child, therefore, must not be chiefly concerned with complex mental and verbal skills primarily of use to the average or above average boy and girl in the higher occupational levels with their demand for the employment of symbols. It must be concerned with the discovery of the simpler motor and sensory skills involved in the lower occupational levels in which the mentally handicapped boy and girl may serve their part in our complex society.

There are, of course, many occupations which all but the most seriously handicapped children can look forward to with the anticipation of becoming a necessary part in our social life. The job of the school is to search out such opportunities, to determine the qualifications for effective work at them, and to set up a program of training to bring about the fitting of the boy or girl into the opportunity at which he can be successful, valuable, and contented.

It may be contended that this is not the function of the school. I personally disagree with this point of view.

How is this to be achieved and what part does the field of measurement play in its achievement? The general procedure is of course easy to outline. It involves four definite but correlated tasks:

First, a definite job census needs to be made in every local community to determine the available positions of social utility requiring little or no skill or general ability. The responsibility for such a census I believe to be the school's. It requires a careful and well-planned cooperative study and involves the active support of the local employers. In no sense of the term is this search for available jobs to be considered as a charitable enterprise. It is the primary function of this job census to locate the jobs which require the attributes and marketable qualities which the handicapped have to offer.

Second, a carefully controlled and well-thought-out job analysis of the situations located by the job census. This implies a study of the skills involved broken down into their most elementary form. Since the skills to be utilized will of necessity be most simple, this job analysis would differ in some details from the usual type of analysis of more complex skills.

Third, the devising of the means for discovering and measuring the essential requirements. This implies the development of a measurement program suited to the handicapped.

Probably in many instances it would involve new technics. Certainly in some cases it would have to depart from the ordinary mass statistical approach. In all events it would be based directly upon a study of the handicapped and not the normal child. It would give a definite means thru which qualities possessed by the handicapped which are of great social utility might be recognized and evaluated.

Fourth, the organization of a program for an adequate analysis of the handicapped child, adequate guidance of such children, and an adequate program of training for occupational usefulness. It would involve immediately useful work in school. It probably would of necessity require close cooperation with industry during the later stages of the training, probably some sort of combination of work and school. Above all, such training must be in charge of competent specially trained people and cannot safely be left to the ordinary vocational agencies of the school.

These proposals are not revolutionary but they are suggestive of what I believe can be done in the future to make the education of the handicapped truly functional and worthwhile. Such a program has been initiated already at Somerville, Massachusetts. To adjust the ordinary school program to the handicapped cannot help but at best be disappointing. To feed spoonful doses of verbal education rather than tablespoonfuls, or to provide only elementary sensory training to such children, is an advance over no differentiated treatment at all. I am convinced, however, that until vocational education of a practical sort can be provided as suggested in this paper, the care of the seriously handicapped child in the public schools will at best be largely a temporary expedient.

WHAT MASSACHUSETTS IS DOING TO PROVIDE TEACHERS FOR MENTALLY RETARDED CHILDREN

LILLIAN M. HOFF, DIRECTOR OF SPECIAL EDUCATION, TEACHERS COLLEGE, SALEM, MASS.

The background of the movement forwarding specialization in the training of teachers of mentally retarded children in Massachusetts is like that of other states with large populations and densely settled industrial areas along the northern and middle Atlantic Seaboard. Various attempts were made to provide special training for teachers of mentally retarded children. A few weeks in a classroom of an experienced special class teacher was one of the earliest training courses. Teachers of children in the day schools of the state institutions for the feeble-minded found their way into public-school classes. City training schools for teachers offered some assistance as did the universities in their teacher-training departments. Such training was limited and not easily available.

Before 1929, Massachusetts organized one special class of mentally deficient children in the training school of the largest normal school in the state, which was located at Salem. A few of the elementary-school and junior high-school teachers of that institution voluntarily observed, for a limited period of time, in the special class and attended after-school conferences on special class problems. Occasionally a teacher followed thru this interest after graduation.

In 1929, Massachusetts organized a department at Salem for the sole purpose of training teachers of special classes of mentally retarded children. Difficulties often besetting pioneers in special education were encountered. Excellent cooperation of generous professionally-minded teachers, principals, supervisors, and superintendents greatly assisted the Commonwealth in its task of training young special class teachers. The director of the special education department taught the psychology, tests and measurement, and method courses; supervised the practice teaching in cities and towns; and coordinated the whole department. The special class teacher in the training school giving a course in observation and practice and the director worked closely together holding joint classes and seminars. The special education department utilized five departments already in existence in the normal school—manual arts, industrial arts, domestic arts, science, and physical education. No handwork was taught as an isolated piece of work; all was application or interpretation of subjectmatter content and a means of teaching academic information and skills and a means of developing muscular coordination that is paramount in helping the mentally deficient make the best of their abilities and become wholly or partially self-supporting.

The normal school at Salem is now a teachers college. Applicants to the special education department are graduates or senior students from the elementary and junior high-school departments of the state teachers colleges in Massachusetts and from other teacher-training institutions with equivalent training. The enrolment is limited to eighteen. The best qualified are admitted. Applicants come from all sections of the state and some-

times out of the state. Graduates teach thruout the state and have gone to several other states. Ninety percent of all students trained were placed in permanent teaching positions. Some of the remaining group became substitute teachers in their home towns awaiting appointment.

MENTAL MEASUREMENTS OF THE BLIND

SAMUEL P. HAYES, DIRECTOR OF PSYCHOLOGICAL RESEARCH, PERKINS INSTITUTION FOR THE BLIND, WATERTOWN, MASS.

Achievement and intelligence tests were first adapted for use with the blind twenty-five years ago in a few progressive schools; now testing is done in two-thirds of the forty residential schools for the blind.

Achievement tests—A simple reading test was used first. It proved the possibility of using with the blind standard tests constructed for the seeing, brought to light great differences in rate and comprehension, showed that blind children read only about one-third as fast as the seeing, and indicated an age-grade retardation of at least two years.

A considerable selection of achievement tests are now available for use with the blind from the fourth grade—the lowest grade at which children have sufficient facility with braille to take a group test—thru the high school. Many precautions must be taken in giving group tests in braille. In the better schools, blind children measure up to the grade standards for the seeing, but the handicap of blindness and the slowness of braille reading produce a two-year retardation all thru the educational process.

Intelligence tests—Group tests have been used, but tactual reading and writing tend to distort the results. A series of adaptations of the Binet tests have been made and widely used. Work has been started with the Wechsler Adult Intelligence Tests also.

Considerable data has been accumulated upon certain problems in the psychology of blindness. The "wonderful memory" of the blind is probably an illusion. The evidence does not reveal any general compensatory superiority of memory in the blind. Where they have needed to make a better use of memory, superiority has developed.

In general information and vocabulary the blind show the handicap of reduced sensory intake and slow, laborious reading. Their misconceptions and boners are as readily explained as those of the seeing, but it takes them more years to catch up to the seeing in breadth of information and range of vocabulary.

Closing our eyes may help us in thinking, but loss of vision does not create a thinker. Tests involving reasoning show the expected retardation.

Probably there are about as many superior and average blind children as we find in the general school population but the proportion of inferior children is considerably higher among the blind. The handicap of blindness combined with the slowness of tactual reading cause about the same age retardation in the factors measured by intelligence tests that we have found in their school achievement.

EDUCATIONAL NEEDS OF SUPERIOR CHILDREN

T. ERNEST NEWLAND, CHIEF, SPECIAL EDUCATION, DEPARTMENT OF PUBLIC INSTRUCTION, HARRISBURG, PA.

We can, working in our own school systems, communities, or states, contribute to a more adequate program for our superior children by directing our efforts along one or more of the following lines:

1. By continuing to strive toward a democratic society in which each is expected to contribute according to his talents. This is definitely not a society of rugged individualism, but involves the early ascertaining of the capacities of each child and the development of a program that brings a full realization of those capacities. In a democratic society, there is no superior or inferior responsibility or contribution, there is no high or low; such a point of view comes only from a false sense of altitude on the part of the person displaying it. We are in a national and international society in which interdependence is apparent as it never has been before.

2. By utilizing more fully properly validated measures of learning capacity in the early location of superior children. With the proper checking of the results thus obtained, flagrant errors should be less frequent than they now are. Preschool clinics will be for something more than examining the child's teeth and lungs. Children will be studied for the abundance of their aptitudes as well as for the curtailment of their capacities.

3. By helping society see what it is losing, in dollars and cents if possible, by not capitalizing more fully upon its superior members. Just how this can be done is hard to say. But this is needed to balance the effect the attitudes of sympathy have had in bringing about more adequate provisions for the handicapped.

4. By studying more fully the characteristics of our superior children. If fear of the superior exists, it will tend to disappear with fuller knowledge concerning the constructive possibilities of the superior.

5. By attacking much more vigorously than thus far has been the case the problem of better defining the outcomes desired in the education of the superior, and by educating the public to the merits of the various intangible outcomes that will result.

6. By helping establish a marking system based upon the principle that each child should be marked or judged on the basis of his achievement in terms of his capacity to achieve, as contrasted with his being marked in terms of some general or group level of expected achievement.

SECRETARY'S MINUTES

Boston, Massachusetts

June 29–July 3, 1941

The local chairman was Philip G. Cashman, special schools and classes, state department of education, Boston, Massachusetts.

Four sessions were held with good attendance at all meetings. The programs were conducted as planned and carried out as printed in the general program.

The first session was held at the Massachusetts School of Arts; the second at Perkins Institution; the third, composed of sectional meetings for Crippled and Delicate, Mentally Retarded, Deaf and Hard of Hearing, Blind and Sight-Saving, Speech Correction, Gifted, Behavior, and Remedial Reading at Perkins Institution; and the fourth session, which was a dinner meeting, was held at the Statler Hotel.

No business meeting was held and no officers were elected because of the affiliation of this Department with the International Council for Exceptional Children.

The following summary, the history of the movement for affiliation, is the significant work of the year.

> 1931—At the convention of the NEA in Los Angeles in 1931 it was stated that the Department of Special Education desired to maintain cooperative relationships with the International Council of Education of Exceptional Children; the one was to hold its meetings in the summer, the other would hold its meetings in the winter.
>
> 1933—At the Chicago convention in 1933 this resolution was adopted: "The Department of Special Education of the NEA, recognizing the excellent work done by the International Council for Education of Exceptional Children, wishes to cooperate with that organization in every possible way in advancing our common aims and purposes."
>
> 1936—At the Portland, Oregon, convention it was agreed to appoint a committee to work out harmonious relationships and to arrange for the publication of materials of the two organizations.
>
> 1937—At the Detroit convention, affiliation of the two organizations was discussed.
>
> 1938—At the New York convention, affiliation was again discussed and a committee was appointed to study the problem.
>
> 1940 (July)—At the Milwaukee convention of the NEA the officials of both organizations met to discuss affiliation.
>
> 1940 (November)—Questionnaires on affiliation were sent by the president of the Department of Special Education, Jessie A. Tritt, in a November 1940 "News Letter." Three hundred responses were received. The votes were almost unanimously in favor of affiliation.
>
> 1941 (February)—At the meeting of the International Council for Exceptional Children in New York City, February 20, 21, 22, its Executive Board voted favorably and unanimously on affiliation. At the general business meeting it was decided to refer it to the eighty or more local chapters and the few hundred members not attached to chapters. A report on April 15, 1941, indicated that the votes were coming in unanimously, "Yes."

At the Boston meeting the affiliation was consummated and the name, the International Council for Exceptional Children—a department of the National Education Association, is the name of the combined organizations.

FRANK V. POWELL,
Secretary-Treasurer.

Department of Kindergarten-Primary Education

HISTORICAL NOTE

THE DEPARTMENT OF KINDERGARTEN-PRIMARY EDUCATION *grew out of a meeting of the Froebel Institute of North America, which met in connection with the Association's meeting in Madison, Wisconsin, in 1884.*

The name of the Department was changed in 1927 to the Department of Kindergarten-Primary Education.

The officers of the Department for the year 1941-42 are: PRESIDENT, *Ruth O. Ferguson, First Grade Teacher, 8 N. Ninth Ave., Mount Vernon, N. Y.;* VICEPRESIDENT, *Mrs. Frederica B. Ross, Kindergarten Teacher, 1720 S. Harvard, Los Angeles, Calif.;* SECRETARY, *Irene J. Kaufmann, Kindergarten Teacher, 101 Ellwood Ave., Mount Vernon, N. Y.;* EXECUTIVE COMMITTEE, *Helen S. Baldwin, 325 Beverly Ave., San Leandro, Calif. (term expires 1942); Amy E. Emery, 45 Auburn St., Brookline, Mass. (term expires 1943); Helen Hunter, 7151 Perry Ave., Chicago, Ill. (term expires 1944); Olga Korsbreck, Moorehead, Minn. (term expires 1942).*

BOSTON MEETING

THE WORLD OUR CHILDREN KNOW

BERYL PARKER, EDITOR OF ELEMENTARY PUBLICATIONS, D. C. HEATH AND COMPANY, BOSTON, MASS.

WE LOOK ABOUT THE WORLD TODAY and try to imagine how its present state of turmoil appears to children. Parents and teachers are deeply concerned about the shocking impressions and harsh experiences that affect the development of boys and girls. Try as we may to protect children and to counteract adverse influences in their environment, the world our children know has many serious hazards. Whether you work with younger or older children, you realize that the impact of world events reaches even the most sheltered children thru radio and movies or in the conversation of adults and playmates. Militarism and the hostile attitudes of nations are reflected in children's games and new terms for "name-calling."

Looking abroad, we know that millions of children are suffering direct effects of war and persecution, which have disrupted family life and national order, bringing a train of consequences which will be felt by coming generations. From many lands refugees flee to this country to pick up strands of kinship, entering schools, seeking work, and sharing community life in cities and towns thruout the United States. The present migration to our shores brings the reality of world conflict vividly to our children and we, as adults, seek proper means to help boys and girls understand the world's bitter hours. We want them to find hope and promise beyond present woes, faith in past achievements, confidence in the power of justice, and courage for future work.

In modern times, as in every age of the world, human beings have turned to the poets and writers for guidance in striving to understand the world's problems. The insight and skill of sensitive authors help to make clearer and more bearable the confused, appalling chain of events. Literary interpretations are enlightening to us as adults and supplement our efforts to explain this world to children. Two examples will show how writers guide our thinking. The first author writes for grownups only.

Last summer when all of us were listening to radio reports with anguish and fear of the future, E. B. White wrote a long, unusual poem for *Harper's* magazine. Only two short excerpts from the beginning and the end are quoted here to convey sharp impressions of "the world we live in" and to stress ideals we should hold fast in facing "the task before us." The entire poem was effectively presented by a speaking chorus as a radio program.

> Sit here, my soul, and disregard the rain
> That is not falling yet appears to fall
> (We are bringing you the rain as a transcribed feature)
> On every field, in every ditch and gully,
> In the swamps (extra in the swamps),
> In the grass, where the step falls, where the bird is, rain.
> Sit here, my soul, and take your medicine

Interpreted for you by Mr. Arrowroot.
    Listen to the news, it's a-calling,
    Listen to the news, it's a-calling,
Go ahead Stockholm
Go ahead London

This is Spry, speaking from Paris:
    Chancellor Hitler to-day baked himself a cake.
    It was lighter, creamier than the rest,
    And will be eaten everywhere—by those
    Who like cake, and by those who don't.
    The young will eat it as a breakfast treat,
    Young Germans and young Danes will eat
    This cake, it is particularly appealing
    To the young, and has a fudge filling.
I read a statement quite a while ago
When Germany was succeeding in a cold fjord—
The captain of a tramp, an eye witness,
Told how the invaders looked:
They were very young, he said, and they seemed to
    know just where they were going. (That's the thing
    about young men—you tell them where they're going
    and they believe it.
Not till they're old do they find out
They never got there.) Try Spry
And let it rain. Let it rain
On the mechanized unit entering the town
That's been destroyed already from the air,
Totally destroyed, no houses left, no streets,
No hint of habitation, totally destroyed,
No houses left, no shops, no summer
In the shops, no summertime, no streets,
No children in the streets, no streets
In summer; only the successful unit
And immediate supplies.

Where shall I find freedom on the dial?
What number on the dial, please?

Mr. White concludes his poem with this positive theme.

Young man
Fear not the destroyer and the flame;
Truth laughs at these. Fear only your own mind
Where Truth, neglected, can so soon abort.
Things must be right if anything's to grow.
    O spark unquenchable, ember that will not cool,
    O youth if only I could make you see: This is your sword,
This is your double-bitted ax,
This is your miracle of gasoline chemistry.
Books seem so ineffectual beside a tank;
Nevertheless,
Your enemy fears them in his heart
He knows they'll find his heel at last.

Young man, advance! Stand here! Stand so!
I shall instruct you where to go
(If we are to retake the fort it is vital that we be in possession of certain strategic ideals, and I don't mean railroad centers. You've got to hang on to the things that must be hung on to, and let the superior races worry about the iron ore.)
Let me now fit you out:
I give you this bright western star
To be your armored motor car;
I give you songs old poets made
New forged into a stainless blade,
(Truth, however hard to bear,
Will guard your rear).
I give you Tolerance and Mirth,
Love of rain and the wet earth
(Without these you must not go forth).
Wear Justice handy in your belt.
Our lines will be spread out
Over an immense front
Too wide to specify
Yet no one need go far
To find the war—
The foe is everywhere.
It is for you to dare
Individual combat.
There is no leader in this strange campaign
Your secret thoughts, quick to wander
Will be your commander;
This is the gist of our attack,
This is our strength, our cause,
Our victory. Young man, be brave!
It is yourself that you must save.
Forget the railroads and the ore,
Remember what you're fighting for!

Young man, take your position! Do not wait for drums,
this is a drumless war.
Sit still, my soul!

We turn from the poet's dramatic portrayal of the conflict between armed force and moral ideals to our own educational problems. How can the right to life, liberty, and the pursuit of happiness be made into reality for all our children? How can we help the boys and girls understand the causes of war and the remedies for social conflict?

Wise parents and teachers see the need for beginning work in our own communities. They ask, "Who are our children today?" An honest answer shows that their feeling of love and responsibility is expanding to include "all the children of all the people." Within its homes and schools the United States cares for children of every race, nation, language, and religion. The school program is beginning to stress common human qualities instead of magnifying differences between peoples and their customs. This step is particularly important now, lest children learn again in time of war to hate the enemy. Educational leaders say, "Tolerance is not enough; respect, justice, and freedom for all must be attained."

The Americas include children from all the world. Note that the people of the United States no longer monopolize the word "America." At last we have come to realize that the right to be called "American" and to enjoy what the term symbolizes belongs alike to all the nations of the Western Hemisphere—to the children of Canada, Mexico, the islands of the Caribbean, and to those who live in Central and South America. Their population is drawn from many lands, but a common interest in peaceful development of each country binds the Western world together as never before and our children are learning to know and respect their neighbors.

Adults are forced to examine their own values in times of change because children are deeply affected by the views their elders hold. Our fears and prejudices induce negative attitudes in children and contribute to antisocial behavior, such as taunts and cruelty toward persons they consider "different." We must know the values we treasure and work for them consciously if we are to avoid the state of confusion which carries individuals and nations down the negative road, whose historic milestones are insecurity, suspicion, repression, conflict, and defeat.

Once we clarify our objectives, there is a better chance for positive attitudes and procedures to gain strength. Every day we need courage and vision to face the problems which confront our society, shaping our lives and those of the children we teach. Each of you knows from personal experience what effort is required to reorient your own thinking and behavior for positive action under changing conditions.

You know, too, the gain apparent when you succeed to some extent in revising the values you hold, rebuilding hopes, and putting ideals into practice thru work with boys and girls. Often you have experienced the refreshing influence which emanates from children, because of their vitality and stream of interests. Those who are safe in a happy childhood world remind us of the great needs of others less fortunate. The adult world is responsible both for the benefits and the woes which shape the lives of children.

Great gains in child welfare have been made and will be continued if adults keep on working for children's rights. In these dark days it is important for us to renew our faith in education by remembering the genuine progress made in child welfare during the past hundred years. These gains are not lost, altho an entire generation in many lands is missing the benefits that should have been their heritage. But there remain in every country people of goodwill and experts with scientific knowledge who will work for the betterment of human life again when the storms of war subside.

If we consider only the past fifty years, we see a notable record of progress in public education and social welfare both in the United States and in Europe. Let us honor with special recognition the advances that were made in many countries of Europe and Asia during the decade 1920-30. After the First World War, the countries which established new republics sought to strengthen the democratic foundations of national life and to develop sound international relations. By extension and reform of their public-school systems, these nations endeavored to educate boys and girls for their active role as citizens in a modern world. The dream of cooperative work

for democracy and international peace was cut short and the institutions serving human welfare are disrupted. But the people of Europe and Asia do not forget their ideals and achievements. They await a new day when they may build a stronger social structure on the ruins of military madness.

Within our own schools and communities we now find work that needs to be done if the welfare and education of children is to be sustained in our own land. National leaders call for the fullest development of human resources. It is obvious that the knowledge and technics of science are not yet fully applied to the alleviation of human ills and the satisfaction of human needs. As economic planning proceeds, provisions for education need to be maintained and welfare services should be extended, in order that the children of this generation may be fitted for the hard work they will face in this world.

As teachers, we have a double role in this drama of education and social reconstruction. Day by day with the children in your classrooms you help to provide favorable conditions for children to grow physically, emotionally, and socially. You live with boys and girls in modern schools, which protect children and provide "islands of happiness" in the midst of a troubled world.

As adults and citizens, we have a further responsibility and need for self-education. To gain knowledge and strength, we must continue to study and think about the issues that confront modern peoples. Since the news of the day comes to us in abbreviated, superficial form there is all the more reason that we should take seriously the task of studying facts behind the news. Because we are teachers of young children, it may be that our knowledge of the social sciences—history, geography, sociology, economics, and government—is out of date or meager.

As you renew acquaintance with these fields thru independent study or participation in courses, their double value will be apparent. They strengthen our understanding of daily events in the world by setting forth principles and facts to aid our interpretation. Even in work with small children teachers discover clearer purposes and deeper meaning as they carry out educational plans based on the long view of world history and human rights.

Let us consider the contribution another writer has made by interpreting for children and for us the suffering as well as the hope that refugees experience. When literature takes its themes from social problems, we find double satisfaction in the story or poem. Children, too, read books both to enjoy the stories and to understand the world's ways. Of late many of us have wished for "child-size" books to explain in bearable terms the story of refugees. Boys and girls have caught lurid reports from radio, movies, and newspapers. Perhaps they have heard tales of persecution of refugee children now in our towns and schools.

You will be interested in parts of a letter from an author who tells how she came to write *Marta Finds the Golden Door*. Frances Cavanah says:

> I was deeply stirred by the plight of the child refugees. Not just those incredibly brave British youngsters who came to us this past year but the even more tragic

children who preceded them—the little waifs who fled persecution in Central Europe.

I have been much concerned, of course, with the social implications of what was going on. But "social implications" is a cold and abstract term. What about the actual children, I wondered, who have been the victims of some of the recent world-shaking events? Viewed in simple, human terms, what would their reactions be? For instance, how would a gently-bred little girl, living in Vienna when the Nazis marched in, have conducted herself in some of the situations we have read about in the papers?

An author never knows exactly how a character comes into being, but suddenly my nine-year-old heroine, Marta, seemed to stand before me.

I wondered what the United States must seem like to a child who had recently escaped from one of the conquered countries; how it must feel to steam into New York harbor after some of the experiences the refugees have passed thru. Then I thought how wonderful it would be if only our American boys and girls could see their own country thru the eyes of such a child.

That was when Andy, Marta's red-haired American cousin, came into being—an average, careless American boy.

It is my hope, an author being the most hopeful person in the world, that I have succeeded in some small measure in increasing the young reader's awareness of America, and of the benefits and blessings he enjoys as a matter of course, without ever reckoning the cost.

Whether or not I succeeded personally does not change my feeling that this is the big opportunity for juvenile authors today. Not that we want to feed our boys and girls propaganda. On the contrary, we want to give them books that will stimulate them to do their own thinking, so that when they grow up they will manage their world better than we have managed ours.

Probably the biggest thing that writers and publishers and librarians and teachers and parents can do is to influence the children during the few brief years when they look to us for guidance. When they grow up, their job is going to be so much harder than ours has ever been that the least we can do is to prepare them for it. The ideas they get now may make or break mankind in the years to come.

WHAT PRICE EXPERIENCE?

TERESA FLAHERTY, ELEMENTARY SUPERVISOR OF SCHOOLS, BOSTON, MASS.

Today education stands indicted as overemphasizing actual or objective experience to the neglect of inspiration experience. In formulating a philosophy for the elementary schools, educators assume a dual obligation: (a) to effect control of the fundamental tools of learning, and (b)—and coequal to the first in importance—to make provision for such educative experiences as will produce in the most economical and effective manner the continuous development of desirable appreciations, interests, attitudes, and ideals. In theory we agree that character development is of prime importance, but in actual practice we tend to regard it as a mere byproduct of education and to slight if not to neglect those activities which contribute most richly to growth in character.

We achieve excellent results in the field of basic understandings, information, and skills. We likewise achieve praiseworthy results in what is generally termed "participation in democratic living." But today we stand indicted for an overemphasis on realistic experience made possible thru the appropriation of time allotted to inspiration experiences.

Is the indictment justifiable? The following evidence would tend to

prove that it is: (a) Librarians state that overemphasis on actual experience has narrowed down the content of children's reading, thereby robbing it of its challenge to the emotions and imagination. Therefore, teachers are not achieving their self-imposed objective of training children to read for pleasure. (b) Reports of the American Library Association reveal that the average adult reader is not reading books for inspiration or pleasure. (c) Books written for young children reflect the school's overemphasis on actual experience. Their content is chiefly in the fields of natural or social science. Adult interests are imposed on little children. One notes with concern the inclusion of even the biological facts of life. (d) Such inspirational activities as storytelling and reading aloud are being slighted or neglected to provide additional time for mastery of information and skills. (e) The home reflects the school's overemphasis upon realistic information to the exclusion of matter of emotional or imaginative appeal. Children are most responsive to such education in early childhood. If neglected then, the loss cannot be compensated later. (f) Juvenile delinquency and adult crime are on the increase. An early program of prevention and guidance is recommended. There is a positive correlation between lack of inspirational experience and delinquency and between reading habits and delinquency. May not the school's failure to provide adequate inspirational activities be, in a measure, responsible for failure to prevent juvenile delinquency? Summarizing the above points, we regretfully lament, "What price experience!"

What are the implications? We must restore the lost balance of time and emphasis to our educational program. Mere participation in democratic living is inadequate to the need. It must be supplemented by a program of inspirational activities, organized around centers of interest, as is done in the field of actual experience. The technic of appreciation must be applied—the daily exposure of the child to vicarious experiences, thru stories, poems, discussions, dramatizations, and pictures which serve to impress specific appreciations until they become mere transcripts of life, impelling the children to similar responses in actual life situations. We must cease "debunking" and substitute respect for heroes who have pioneered in every field to make our country what it is.

Public opinion is favorable to our need. Childhood never had greater need for education along emotional and inspirational lines. The adult world views with justifiable concern the isms which threaten its youth, but it turns trustingly and hopefully toward its schools for action which will offset this insidious propaganda. Educators have at their command two isms more powerful than those of tyranny. There is at the elementary-school level the great ism of childhood—heroism—not the heroism commonly confused with courage, but in its true meaning the sum total of all ennobling appreciations, attitudes, and ideals; and at the high-school level there is that other ism, patriotism, having its roots in the heroism developed in the elementary school. This will help to stabilize the child's judgment when in the high school he studies types of government and will help him to appraise discriminatingly the isms of the Old World as he contrasts them with the principles of liberty basic to American democracy.

THE IMPLICATIONS OF RESEARCH FOR THE CLASSROOM TEACHER

WILLIAM H. BURTON, SCHOOL OF EDUCATION, HARVARD UNIVERSITY, CAMBRIDGE, MASS.

The average classroom teacher, thru no fault of his own, has usually been a so-called "practical" person. He has been chiefly interested in whether devices and technics work and as he says, "get results." The teacher often makes honest and sincere but none the less inadequate, fragmentary, and personal analyses of his experience. Ordinarily he has not had much contact with the organized, systematic, methodical, and sharply critical methods of logic and of experimentation.

Fortunately, however, the cumulative result of thirty-five years of research is beginning to have an effect. Furthermore, the level of teacher insight into classroom problems is rising very distinctly. A number of other factors are combined to make the teaching body increasingly interested and sensitive to the implications of research. One of the encouraging signs of the times is this sincere, wholesome interest in the scientific background of teaching.

There are literally hundreds of questions upon which valuable research findings are available. These range all the way from technics involved in using phonics in the lower grades up to findings concerning the differences between traditional and modern methods.

The best concrete evidence of the increasing sensitivity of teachers to research is to be found in certain recent publications. The 1939 yearbook of the Department of Classroom Teachers entitled *The Implications of Research for the Classroom Teacher* is extremely valuable. The Michigan bulletin published some years ago entitled *What Does Research Say?* is also valuable.

The preparation of research summaries for teachers as consumers of research should without fail cover certain points.

1. Summaries should evaluate and interpret the range of investigations on any topic. Teachers are often confused because one study may show one thing and a similar study the opposite. Unfortunately, this is often used by lazy or traditionally-minded individuals as an excuse to continue in their grooved, routine procedures. The situation is on the contrary a challenge. Further research is indicated and teachers can actually participate within the limits of their classroom duties in finding answers. In any event, summaries should make clear the status of findings on any problem.

2. Summaries should be stated in nontechnical language. Much of the failure to carry over research into the classroom has been due to the failure to translate the implications into everyday language.

3. Summaries should without fail set forth the difference in the value of a series of studies on the same problem. Some studies are based upon limited, fragmentary, and inadequate data, whereas others have more than sufficient data and are carried on expertly and systematically. The teacher who carries on an experiment with ten children for six weeks is not in a position

to differ with the conclusions of twenty studies involving 10,000 children and covering a period of ten years. Great help can be given the teachers if summaries will point out very clearly the differences in the validity of investigations.

Two final points will in a way summarize this presentation:

1. It is essential that teachers, administrators, supervisors, and all other school workers be fully aware of the findings of research. No school worker, no matter how gifted and ingenious, can be counted as competent if ignorant of the technology of education.

2. The teacher should be encouraged to attempt to use the common methods of research in his everyday work. This does not mean that he is to set up carefully controlled, far-flung studies. It does mean, however, that he should be trained to look for precise, objective evidence, to analyze it, and to attempt to draw conclusions logically. Even if he does no real research he will be led to study carefully the conditions affecting his children and the total learning situation.

One caution should always be advanced when stressing the values of research. Research findings are always dependent upon and conditioned by the situation from which they were derived. Generalizations cannot be drawn and applied without analysis. Furthermore, research findings are always subject to evaluation in terms of the philosophic system under which we are operating our schools.

SECRETARY'S MINUTES

Boston, Massachusetts

Business Meeting, July 1, 1941

The annual business meeting of the Department of Kindergarten-Primary Education was held in the Copley Plaza Hotel, on July 1, 1941, at 4:15 P.M. Ruth O. Ferguson, president, presided.

The minutes of the 1940 annual meeting in Milwaukee were read as printed in the *Proceedings*.

The president appointed the following committee to approve the minutes of the business meeting before they are printed in the *Proceedings:* Anna Irene Jenkins of Los Angeles, Calif.; Helen Hunter of Chicago, Ill.; and Marjorie Ziegenfuss, Oakland, Calif.

Mrs. Frederica Ross, chairman of the Resolutions Committee, read the following resolution which had been presented to the general Resolutions Committee of the NEA on Monday, June 30:

> WHEREAS, One of the first lines of defense is the educational system; and
> WHEREAS, It is essential that the children of today, the future citizens, receive a complete school experience; and
> WHEREAS, The foundation of democratic living and good citizenship is laid in the kindergarten and primary school, therefore, be it
> *Resolved,* That the National Education Association go on record as favoring the maintenance of kindergarten and primary classes, as opposing any curtailment of educational opportunities for young children in the face of the present national emergency.

She then presented for the consideration of the Department the following resolutions:

Inasmuch as modern educational practice is based on the knowledge that the growth and development of the child is a continuous process, be it resolved that the Department of Kindergarten-Primary Education of the National Education Association go on record as favoring school administration which seeks to incorporate kindergarten experience as an integral part of the elementary school.

Inasmuch as kindergarten-primary education is an important basis for success in the upper elementary school, be it resolved that this Department favor the development of a consciousness in each individual teacher of her responsibility in interpreting the kindergarten and the primary school to the people of her community.

Inasmuch as it is essential for the children of today to receive a complete school experience, be it resolved that this Department go on record as favoring the maintenance of kindergarten and primary classes and as opposing any curtailment of educational opportunities for young children in the face of the present national emergency.

To Amy E. Emery and her assistants, the Department of Kindergarten-Primary Education expresses its appreciation for their splendid work in making the arrangements for the tea, the headquarters room, the meetings, and all the many things which have been done to make the convention in Boston a success.

Respectfully submitted,
GRACE ANDREWS, Detroit; ETHELYN MITCHELL, Chicago;
FREDERICA ROSS, Los Angeles.

The resolutions were unanimously adopted as read.

It was voted to express thanks to Mrs. Mary Blodgett of Chicago, Illinois, for the beautiful flowers sent to Miss Ferguson with a message of appreciation for her loyal service to the Department and regret for the illness that caused her absence.

Greetings were received from Helen Reynolds, supervisor of the kindergarten-primary department, Seattle, Washington, in behalf of the Association of Childhood Education conference to be held at Oakland, California, and it was voted that a suitable response be sent.

The Nominating Committee's report, Grace Phelps, chairman, was read and accepted. The following officers were elected by acclamation: president, Ruth O. Ferguson, Mount Vernon, N. Y.; vicepresident, Mrs. Frederica Ross, Los Angeles, Calif.; secretary, Irene Kaufmann, Mount Vernon, N. Y.; Executive Committee, Helen Hunter, Chicago, Ill.

Words of appreciation were expressed by Miss Ferguson for the excellent arrangements made by Miss Emery and her committee.

Sincere regrets were expressed at the passing of Evelyn Chasteen of Oakland, California, which occurred following the Milwaukee meeting. She was one of the active members of the Department and had also served as vicepresident of the National Education Association. Her loss is felt keenly by all its members.

Meeting adjourned.

ELIZABETH I. SPARGO,
Secretary pro tem.

Minutes approved.

IRENE JENKINS, *Chairman*
MARJORIE ZIEGENFUSS
HELEN HUNTER

Department of Lip Reading

HISTORICAL NOTE

The department of lip reading *was established at the Philadelphia meeting of the National Education Association in July 1926, following the required successive meetings of the group, and after a petition had been presented to the Association.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Mrs. Eleanor C. Ronnei, Teacher of Lip Reading and Speech, 8 Wall Ave., Valhalla, N. Y.;* VICEPRESIDENT, *Ferne Haggen, Teacher of Lip Reading, Shokie School, Winnetka, Ill.;* SECRETARY-TREASURER, *Dorothy Vernon, Teacher of Lip Reading, Woodlawn High School, Birmingham, Ala.*

Meetings are held once each year in July. The Department publishes the LIP READER *and an occasional bulletin. The annual dues, $1, are payable to the secretary-treasurer.*

BOSTON MEETING

PRESIDENT'S ADDRESS

MRS. ELEANOR C. RONNEI, STATE DEPARTMENT OF EDUCATION, ALBANY, N. Y.

IT IS MY HAPPY PRIVILEGE today to welcome you to the fourteenth meeting of the Department of Lip Reading. We are particularly honored for we have with us the first president of the Department, Caroline Kimball; our second president, Marion Clark; our fifth president, Eliza Hannegan; and our sixth president, Mary E. Van Horn. I should also like to present Martha Bruhn who served with Miss Kimball on the original NEA committee charged with the responsibility of securing 250 signers to a petition for a Department of Lip Reading. Thru the diligent efforts of this committee, our Department was organized and has carried on the good work of conservation of hearing in the schools of the nation since 1927. We are gratefully appreciative of your wise guidance and unselfish service. The Department of Lip Reading thanks you.

You may ask, "What has the Department done this year to carry on the ideals of its founders, and what are its plans for the future?" Our members and Executive Committee have this year cooperated with legislative committees in many states in the interest of promoting lip reading instruction in the public schools. Our contributory efforts have left a mark in the thinking of many committees and law-making bodies, but we have not always reached the goal of a law. An outstandingly desirable law was passed in Indiana which should give impetus to this phase of our service next year. Our plans for the future should include a state advisory and promotional service to meet the need for more and better legislation for the hard of hearing.

The Department of Lip Reading has prepared a preliminary plan for a mobilization of its resources to meet a national hearing emergency in the event of war. We need to study and perfect it in the future. Modern warfare has a particularly damaging effect upon the ears of combatants and noncombatants alike. Since the responsibility for the protection of this valuable sense will become a school responsibility, an educational responsibility, the Department of Lip Reading should assume leadership in this phase of national defense.

These are the outstanding problems confronting the organization and every member in the year to come.

This year our publication the *Lip Reader* has been competently edited by Ferne Haggen of Winnetka, Illinois. Next year we hope that the *Lip Reader* with its enthusiastic voicing of our cause will again make more friends for the hard of hearing.

The Membership Committee has been expertly guided by our vicepresident, Margaret Allen of Portland, Maine. We have thirty new members. The Department needs members and lip reading teachers need the Department. May next year bring more service to more teachers.

Our accounts have been meticulously audited by Louise Padou. Thank you, Miss Haggen, Miss Allen, and Miss Padou for your generous, eager, and fruitful efforts in the interests of our organization.

All the 1941 conference programs have been inspired and prepared by Marion S. Clark, chairman of the Program Committee, and her staff of co-workers. We shall be increasingly appreciative of Miss Clark's skilled planning thruout the next three days.

RESEARCH STUDIES IN LIP READING

FRITZ HEIDER, RESEARCH DEPARTMENT, CLARKE SCHOOL FOR THE DEAF, NORTHAMPTON, MASS.

The purpose of research in lip reading is to find out what really goes on when we read the lips and what makes the difference between a good lip reader and a poor one. If we once understand that, we may be able to improve on the technics of teaching lip reading.

Lip reading is a process of perception; it is, like reading or understanding speech that we hear, a case of perception of symbols. Comparatively little systematic psychological research has been done in the field of perception of symbols. Adequate concepts and methods of research are not yet developed. We can only say that in these cases of perception different regions are involved in the process. With lip reading, visual and kinesthetic factors play a role besides factors of language and meaning.

Two methods can be applied in the investigation of lip reading: (a) general lip reading ability can be correlated with other variables such as intelligence, language achievement, degree of hearing, age of onset of deafness; and (b) the lip reading task can be varied in different ways and the influence of these variations on lip reading achievement can be studied.

In order to apply the first method a reliable and valid test of lip reading is required. Motion-picture tests of lip reading seem to give the best results since with them all the factors which might change the stimulus are kept constant. Great individual differences are found with such tests even with a group of persons who had the same amount of training in lip reading. The correlation with intelligence is not very high. With mastery of language, as indicated by the average reading score of the Stanford Achievement Test, the correlation is around .50. There seems to exist also a fairly high correlation between residual hearing and lip reading.

The second method consists of varying the lip reading task in different ways. One of the most important variations concerns the degree of language or meaning organization of the material presented in a lip reading test. Nonsense syllables contain a minimum of language organization, stories a maximum. Experiments with these kinds of material have shown that the correlation between tasks in which language ability is of no great use and lip reading of sentences is surprisingly high. These results seem to show that some factor which has nothing to do with language organization is very important in lip reading.

RECENT DEVELOPMENTS IN THE STUDY OF LIP READING

MARTHA E. BRUHN, MUELLER-WALLE SCHOOL OF LIP READING, BOSTON, MASS.

One of the most important factors in the work for the hard-of-hearing child in our public schools is the teaching of lip reading. Since the first classes were opened in our public schools in 1918, the list of cities and towns thruout the country where lip reading is taught to children has grown rapidly. While the educational world has not yet faced fully the problems of the hard of hearing, it is gratifying to note how the work grows from year to year.

Speech is universally defined as a means of communication, a medium of intercourse. Conversation implies a speaker and a listener. Therefore, as teachers of lip reading, our problem is not how to teach students to read the lips of the teacher or a limited number of persons in the classroom but how to develop in them the ability to comprehend the spoken words of others and the ability to express their own thoughts readily thru the new medium of exchange. This does not mean that preliminary rules and definitions of the various movements of the organs of speech and drills in reading the teacher's lips accurately can be eliminated from our program, but it does mean that they should be recognized, by the students as well as by the teacher, as effective learning devices and as short cuts leading to the attainment of our goal.

The modern educator is no longer satisfied if students of foreign languages achieve a reading knowledge *only*. That achievement is of little value in itself unless it leads beyond the mere reading to a continued growth, to a keener appreciation of a literature.

In the study of lip reading we no longer ask, "How much does he know of the subject?" but rather, "What practical use does he make of his acquired knowledge of lip reading in everyday life?"

The first thing a pupil is taught in lip reading is to recognize the variations and combinations of the visible movements of the organs of speech. These come into consciousness thru the eye. Thus it is that the eye affords the stimulus. For ordinary conversation the patterns of all the sentences that we have been using thruout our lives are stored up in our brains.

If the learner has at his command a stock of ready-made units that operate semiautomatically in arriving at meaning, a natural foundation already exists for conveying meaning. The first of these units in lip reading is the rhythmic syllable drills. The second of these units is the phrases. A practical study of these units forms the basis of the newer courses in lip reading. They have been tried out by teachers in their classes with excellent results.

For lip reading, repeating a given sentence is like translation, necessary at first but put aside when a foundation has been laid. We should aim to teach lip reading in a conversational way. In our public school, ways and means should be found to coordinate the teaching of lip reading with that

of other subjects in the curriculum. If all teachers of lip reading regardless of the method they use for foundation work will cooperate and offer suggestions, we shall find common ground for progress in the teaching of lip reading to the hard of hearing.

A LIP READING PROGRAM IN NEW HAMPSHIRE

MRS. CATHERINE E. HAMMOND, TEACHER OF LIP READING, MANCHESTER, N. H.

Until the fall of 1939 no statewide program of education for hard-of-hearing children in New Hampshire had been undertaken. Two legislative measures favoring these children became laws in June of that year.

There are now two state-owned audiometers, six owned by cities and towns, and the purchase of one more has been guaranteed. According to plans of the state department of education, the hearing of every school child in New Hampshire will have been tested within the next two years.

Derry, Derry Village, and Chester were the first school districts in the state to organize lip reading classes for hard-of-hearing children, meeting twice weekly on school days in regular school hours on schedule time, taking the children from the least important of their classroom subjects. Immediately after these classes were established, a like program was inaugurated in Bedford. Additional classes have now been set up in other towns.

My own teaching schedule includes ten southern New Hampshire towns, thirty-one pupils in grades ranging from the second thru the senior high school. Classes meet twice weekly varying in length from twenty minutes to one hour. The teachers cover about 320 miles per week, since we have found by experience that this is more economical, safer, and time-saving than to have the pupils transported to a central place.

This year, the second in succession, courses in education for handicapped children and lip reading for hard-of-hearing children are offered at the summer session of the New Hampshire Teachers College.

OTOLOGICAL WORK IN THE BOSTON PUBLIC SCHOOLS

FLORENCE BOLLES, SCHOOL NURSE, BOSTON, MASS.

A quiet room is selected, with the help of the principal of the district, and all classes from the third thru the ninth grades are given the tests. The pupils who fail on the tests are given a retest and those defective on the retest are given a whisper and voice test. The nurse giving the test stands forty feet from the pupil and moves nearer if he cannot hear, while an assistant closes the pupil's ears. The importance of this test should not be underestimated. It is of great value in helping the otologist to know how defective the pupil is. Many children who have a slight hearing defect are shy and sensitive. If they realize their difficulty, they try to hide it. By gaining their confidence and talking with them, the nurse can obtain helpful information.

The otologist examines only those pupils found defective on the whisper test. They are given a complete otological examination and tests with the tuning forks. Those normal on the whisper test may be referred to the otologist later if they show any signs of trouble.

There may be pupils not tested by the audiometer but found defective by teacher or school nurse. These may be examined at the Horace Mann School thru appointment. The parents are usually present and can be shown about the defect and advised as to treatment.

Names of pupils recommended for lip reading are sent to the department of school hygiene which notifies the principals and lip reading departments. Notices of all recommendations are given to the school nurse, who visits the home and advises the parent.

CLINICAL ASPECTS OF DEAFNESS

WERNER MUELLER, ASSISTANT SURGEON, MASSACHUSETTS EYE AND EAR INFIRMARY, BOSTON, MASS.

It has been estimated that there are in the United States at least ten million people whose hearing is defective. Social maladjustment, unhappiness, and a great economic loss are the results. What can the modern otologist do to help his hard-of-hearing patient?

Before treatment can be attempted we must know the type of deafness, its duration, and its probable cause. Therefore, we must obtain the patient's story of his ailment; we must examine him with special reference to his ears, nose, and throat; and we must test his hearing.

Treatment is discouraging in all types of deafness of long standing. This holds particularly for perception deafness. The outlook is somewhat better in conduction deafness, provided too much damage has not already been done. In acute and subacute cases we can often re-establish normal Eustachian tube function by proper medical or surgical treatment, especially of the nose and throat. The recently improved but not yet perfected "fenestration operation" promises much for the future, but only in cases with a well-functioning inner ear mechanism. The applicability and effectiveness of hearing aids depend chiefly on the amount of residual hearing, the patient's spirit of cooperation, and all too often on the condition of his pocketbook. Lip reading is one of the best means of readjustment of the deaf to their environment. It should be started early, while the patient is still able to hear a loud voice fairly well, so that he may associate the speech sounds with the movements of the speaker's mouth.

A PIONEER LIP READING TEACHER

CAROLINE F. KIMBALL, FIRST PRESIDENT OF THE DEPARTMENT OF LIP READING, LYNN, MASS.

The first conference on lip reading for hard-of-hearing children in the public schools was held with the National Education Association at its annual convention in Washington, D. C., in 1924.

After three consecutive meetings with the NEA, a Department of Lip Reading was added to the Association. The first meeting as a department was held at the annual convention in Seattle, Washington, in 1927. The following officers were elected: Caroline F. Kimball, Lynn, Mass., president; Agnes Stowell, Berkeley, Calif., vicepresident; and Alice I. Putnam, Houston, Texas, secretary-treasurer.

School authorities were becoming aware that there were pupils in the public schools with sufficient loss of hearing to handicap them in their progress. Hearing tests were given every year in some states.

When the 4A audiometer became available, pupils could be tested in groups instead of individually. More cases of impaired hearing were found.

Martha E. Bruhn opened the first lip reading school in this country for hard-of-hearing adults. Teachers trained in her method taught lip reading to pupils with impaired hearing in the public schools.

Lip reading is important for those whose hearing is impaired, but it is also important that our health officials should strive for control and elimination of children's diseases that bring deafness in their train.

THE PORTLAND PLAN OF LIP READING IN THE PUBLIC SCHOOLS

MARGARET E. ALLEN, TEACHER, PUBLIC SCHOOLS, PORTLAND, MAINE; AND VICEPRESIDENT OF THE DEPARTMENT

In many phases of public-school education, Maine does not and cannot live up to her motto. However, what Maine lacks in other things it makes up for in its attention to the hard-of-hearing child. Portland took the initiative in this, and other cities and towns are now following her lead.

For a long time Eliza Hannegan had dreamed of a special program for the hard-of-hearing children of her native city and state. Besides being a dreamer she was a builder, and with the financial backing of an anonymous donor the lip reading program in the schools of Portland was launched.

The first step was the presentation of an orientation course in problems of deafness in childhood to teachers. The purpose of this course was to give local teachers a better understanding of the child with hearing impairments. The program was continued by a course in methods in lip reading, taught by Miss Hannegan and augmented by a demonstration class used for practice teaching.

Lip reading classes were made part of the curriculum in 1932. As a result of courses given during the winter and spring of 1932-33 and the summers of 1933, 1934, 1937, and 1940, 33 teachers are now regular lip reading teachers who work with a total of 196 pupils who are hard of hearing in the Portland schools.

One's achievements are usually determined by attitudes formed in early life. These in turn are largely determined by the sympathetic understanding of others. Few hard-of-hearing people wish for maudlin sympathy or willingly withdraw from normal contacts. They wish for the tools that will help them achieve the same degree of success that is possible for the un-

handicapped that they may keep their places in a hearing world. These tools are being provided to Portland by the gift of an anonymous donor, by the interest of the school department, and by the generous service of teachers of lip reading.

There is no greater service a community can render than to minister to its handicapped boys and girls, and we who teach lip reading are happy that we can work with the Master Teacher that our boys and girls "may have life and have it more abundantly."

TWENTY YEARS A LIP READER

ROY H. GILPATRICK, M. D., NANTUCKET ISLAND, MASS.

In the attainment of any great day by day success in the discovery of what people are saying to me I find that the reading or watching or interpretation of the lip movements is no more than a very small portion of the task. To consistently understand and follow a conversation the lip reader must do much more than that. Every expression and motion, or even the lack of expression and motion when such might be expected to be present, every part of the speaker, but especially the eyes, sends a message that is helpful, if appreciated, in understanding the speech.

What does the speech reader, he who must rely exclusively upon that art, require of his speakers? Many things, few of which he is likely to receive, but one of the things, essential to his understanding, is that what is said to him makes sense. If what he sees or thinks he sees fails to make sense, he instantly jumps to the conclusion that his reading is at fault, and he goes weaving about like a hunting dog that has lost a scent, seeking the error, when very possibly he has read the speech correctly, and the error is the speaker's.

There is without doubt a certain degree of natural ability to read speech and to grasp the ideas running thru the speech of those we meet, an ability not to be learned from study but unconsciously put to use by one who must make eyes do double duty. I have known those who were expert readers of speech without ever having made any systematic study of the art. Any such adaptability is priceless but I am convinced that alone it will never bring its possessor to the point of expertness attainable by him with systematic study under expert teachers. There are many who could make splendid use of any such natural ability but who utterly lack it and who also find the greatest difficulty in attaining a working ability even after long and patient training and instruction. My experience and observation of so many others lead me to advise strongly that every person, regardless of age or sex, who has difficulty in hearing conversation have systematic instruction in lip reading.

Not until one ceases to hear sounds, not until he has to strain either his eyes or ears or both to catch what is passing, can he get any realization of how much of one's ordinary education is obtained without effort.

BUSINESS MEETING

Boston, Massachusetts

July 1, 1941

Bertha Chase of Portland was appointed secretary *pro tem.* The report of the secretary-treasurer was read and approved. The report of the vicepresident was read and approved.

Miss Parks of the Nominating Committee read the new slate of officers. The secretary *pro tem* was ordered to cast one vote for the following slate: president, Mrs. Eleanor Ronnei, New York; vicepresident, Ferne Haggan, Illinois; and secretary-treasurer, Dorothy Vernon, Alabama.

The motion was made and carried that the president write to the American Medical Association Council on Physical Therapy asking them to assist us in establishing a uniform reference level for both group and pitch range audiometers. The motion was carried.

The meeting was adjourned.

Respectfully submitted,

BERTHA CHASE,
Secretary pro tem.

Music Educators National Conference

HISTORICAL NOTE

THE DEPARTMENT OF MUSIC EDUCATION *was created by the Board of Directors at the Madison, Wis., meeting in 1884. The Department, discontinued in 1928, was re-created in 1934 by action of the Representative Assembly at the Washington meeting. In 1940 the Music Educators National Conference became a department of the National Education Association, absorbing the former Department of Music Education.*

Reorganization plans were pending for several years. No program of the Department was held during 1938-39.

The officers of the Department for the years 1940-42 are: PRESIDENT, *Fowler Smith, Director of Music Education, Public Schools, Detroit, Mich.;* FIRST VICEPRESIDENT, *Louis Woodson Curtis, 1205 West Pico Street, Los Angeles, Calif.;* SECOND VICEPRESIDENT, *Richard W. Grant, Pennsylvania State College, State College, Pa.;* EXECUTIVE SECRETARY, *C. V. Buttelman, 64 East Jackson Blvd., Chicago, Ill.;* ASSISTANT EXECUTIVE SECRETARY, *Vanett Lawler, 64 East Jackson Blvd., Chicago, Ill.;* MEMBERS-AT-LARGE, *Frank C. Biddle, 216 East Ninth Street, Cincinnati, Ohio; Haydn M. Morgan, Newton Public Schools, Newtonville, Mass.; Lilla Belle Pitts, Teachers College, Columbia University, New York, N. Y.; Lorrain E. Watters, Public Schools, Des Moines, Iowa.*

BOSTON MEETING

AT THE 1940 MEETING of the National Education Association in Milwaukee, the Music Educators National Conference affiliated with the National Education Association as the Department of Music. Regularly scheduled meetings of the Music Educators National Conference and its affiliated units are held thruout the schoolyear. Programs for these meetings deal with music education routine and problems.

In making plans for the 1941 summer meeting of the Department of Music in Boston, officers of the Music Educators National Conference planned two programs which would demonstrate and further the relationship of music to the general program of education. The first session stressed the performance angle of music education with a concert by the Massachusetts Music Festival Association Orchestra, composed of students from high schools in Massachusetts and adjacent states assembled especially for this occasion. The second session was planned with a view to providing a program of specific interest and value to classroom teachers including a demonstration of teaching methods in elementary grades, and a seminar discussion in which administrators and colleagues in allied fields participated.

Following is a summary of the discussion-seminar, including introductory remarks, digests of contributions made by members of the group, and an evaluation of the discussion-seminar:

In developing the practical application of its theme, "American Unity thru Music," the Department of Music appreciates the fact that the first essential is to see to it that the music program has maximum effectiveness—in itself and in relation to the entire program of education as well as in relation to the community.

In Boston we had opportunity to secure the counsel of administrators and colleagues in allied fields in regard to ways and means whereby the music educator may utilize his technic and experience to best fit his work to current philosophy and practice and to present needs and opportunities.

The purpose of the discussion-seminar therefore was to discuss pertinent points having to do with the effectiveness of the music education program. Herman F. Smith, director of music, Milwaukee, Wisconsin, and chairman of the discussion-seminar, led the discussion of the following questions:

1. In your experience is music education producing the results which may rightfully be expected of it?
2. Are music educators proving that they are really educators?
3. What are some of the things we should do that are not now being done effectively or at all?
4. To what extent can the music department function, by itself or with other departments, as a community service agency without creating an unbalance?
5. Aside from its function as a special as well as an integrating factor in the educational program, what values should be expected from the music department in building community support, understanding, and goodwill for the schools as a whole?
6. In your opinion, is music serving a broad purpose in its contributions to general education, or is it mainly benefiting a limited number?

7. In the light of your reactions to the foregoing and to similar questions which may occur to you, how much should we expect of music as a positive contributor to school unity, to community life, to the building of citizenship, and to hemisphere solidarity?

FRANK CODY, SUPERINTENDENT OF SCHOOLS, DETROIT, MICH.

First, I want to congratulate the music group on the growing contribution that music is making in the program of the schools. In Detroit the school music is particularly effective in building community support, understanding, and goodwill not only for the music department but for the schools as a whole. We are fortunate in Detroit in having a staff of teachers who welcome for their pupils the experience in presenting musical programs in many different community situations.

Second, I want to record my hearty approval of the trend toward having experiences in music for the great majority and perhaps all our pupils thruout their school careers. It has been recognized for years at the elementary-school level that music is for all and not for a favored few alone. Progress toward this ideal has been slower in the secondary school, and yet even here larger and larger numbers of young people are having experiences in music that contribute to their general education.

Third, and in conclusion, I am strongly for music. I am so much in favor of music that I want more boys and girls to have musical experiences in school—instrumental or vocal as the case may be.

HERMAN J. BROWE, FIRST ASSISTANT SUPERINTENDENT OF SCHOOLS, DETROIT, MICH.

During the First World War, while Germany and France were struggling for victory, I attended a concert in the city of Nantes, France. Alfred Cortet, a brilliant French pianist, gave an outstanding Wagnerian concert. It was the spectacle of a French artist playing German music during a time when the two countries were in the midst of a great war. Here was an outstanding example of national unity thru music. Our music unity should be at least nationwide. American unity is not a dream; it is something real, altho chiefly composed of elements which are of the mind and heart. Thru music these elements are given expression and form. Music is a common language, commonly understood, commonly appreciated—the language which plays not only on the understandings of peoples but also on their emotions.

Thru music we can have common religious and patriotic experiences that help to draw us together into a nation in which we as individuals understand each other and have our feelings properly attuned to the ideals for which America stands.

As to music education in Detroit, I can say that unity thru music is a vital part of our program in building morale in our schools. Our teachers of music contribute greatly to the general education of the public. This program includes (a) frequent singing of patriotic and national songs,

(b) teaching respect for the rich heritage of music brought to America by various racial groups, (c) a general knowledge and use of America's folk and pioneer songs, (d) attention to worthwhile compositions by American composers.

Our leaders in school music endeavor to use the power of music to quicken loyalty and to deepen appreciation of free democracy. Music may be used for practical and materialistic purposes, but without providing a measure of joy and beauty we defeat the purposes we set out to achieve.

A. L. THRELKELD, SUPERINTENDENT OF SCHOOLS, MONTCLAIR, N. J.

The public-school music program should be, first, one of prospecting for musical talent in all human beings, and second, one of developing this talent to the highest practicable maximum in each individual.

When music was first getting under way in our schools there was too much of the assumption that only a few people possessed worthwhile talent in music. Increased knowledge of the individual has done much to overcome this fallacy. There has been too much of the idea that only certain musical selections could properly be used in a school program. Broader view of means to ends has done much to remedy this defect. There has been too much of the idea that music teachers did not need to be anything more than musicians; that they did not need to know how to teach. True, there also have been too many instances where musicianship was ignored. These weaknesses have existed in varying degrees at different times in all fields of school life. Much progress from this situation has been accomplished in the last thirty years but more remains to be achieved. In a democracy we aim to dignify every individual. In this direction we are just started.

ZED L. FOY, SUPERINTENDENT OF SCHOOLS, BOISE, IDAHO

Music is an inseparable part of education and life. It helps develop better balanced citizens in harmony with the principles of democracy. Music instructors are increasingly aware of the importance of music in the life of the individual, school, and community.

If we concede that the objectives of education are within the child and that self-expression is an important educational activity, then music occupies a large place in our education program. Music broadens the individual's areas of experience, increases self-confidence, and builds wholesome personality. It reflects the human spirit and motives. Children in such times as these instinctively sing patriotic songs and sing them with real feeling. The unified values of music should not be overlooked. Music teachers wave a magic baton. Each one holds in the hollow of his hand influences which may lead to finer and nobler aspirations among our young people.

Music as a definite part of the regular school program is producing a better balanced approach to the all-round development of the individual. The music educator today sees more than his own program. Music is a positive factor in individual development, in offering a better balanced educational program in the school, and in the enrichment of community life.

CHARLES H. BOEHM, SUPERINTENDENT, BUCKS COUNTY SCHOOLS, DOYLESTOWN, PA.

Music is deeply rooted in Bucks County from earliest times. Next to the intrenched academic areas, a trained certificated music teacher is the easiest service to add to either the elementary- or secondary-school program.

The turnover of music teachers in our county is far too high. The average experience in teaching in present position is four years. One-third of those who leave enter marriage. A number nearly as large are requested or urged to leave because their services are unsatisfactory. All those music teachers who were unsatisfactory were unable to control adequately the learning situation in Grades VI, VII, VIII, and IX. It would be well if our teacher-training institutions could attempt to give more follow-up work for their music graduates during the first two years of their experience.

I find the music teachers are especially cooperative and generous in the time devoted to music activities. I would like to see our music teachers give some time to the graduates of the high school who still live in the community and are particularly gifted in music.

Music is probably one of the strongest unifying forces in our school and community life. An orchestra, band, or chorus transcends grade groups and where athletics may have set up competition among groups, music has usually called for cooperation.

HOBART SOMMERS, PRINCIPAL, AUSTIN HIGH SCHOOL, CHICAGO, ILL.

The secondary school provides a natural place for the development of all phases of music in the educational life of the student. Altho our music programs have reached a high level of excellence, in many places there is still much to be done to interest the rank and file of our students rather than the talented few who can reflect the glory of their teachers. The music program of the American high school, to be effective and real, must increase the percent of pupil participation. This can be done perhaps thru an expanded vocal program together with a thoro re-examination of what we call the general music class.

During the coming months of this unlimited emergency, music departments will be called upon to function as an expression of the communities themselves. All music educators should be ready and prepared to offer their leadership at this time. The next five years will be the test of the value of the American plan of music education. If it has done its job well up to now, and will meet the emergency of the days to come, there can be no doubt of the future.

SARAH L. YOUNG, PRINCIPAL, PARKER SCHOOL, OAKLAND, CALIF.

Six thousand children were included in a study, *Children's Preferences in School Subjects and the Curriculum,* by Baisen and Burckhard of Sacramento, California. Each of these elementary-school pupils was asked to make response to "The subject I like best and why" and "The subject I

like least and why." Music started at a middle position in Grades I, II, and III but lost favor in Grades IV, V, and VI.

Thirty-eight percent of the disapprovals under "Faulty or Uninteresting Course" list such reasons as "Don't like the songs"; 36 percent under "Lack of Ability or Aptitude" gave "I can't sing"; 15 percent under "Method of Teaching" frankly expressed "I don't like tapping notes"; 6 percent "Music is not necessary"; and the final 5 percent of the disapprovals involved the teacher, as for instance, "She is too crabby." The reasons given by pupils for disliking subjects furnish valuable clues as to points of attack in revising courses of studies.

The public schools of Oakland, California, have for their guide in the instruction of music in the elementary grades a *Handbook in Music*. The objective reads, "To further the enrichment of the personality of the child by developing his musical resources for his own satisfaction and for the wise use of leisure time." This implies (a) bringing music in one or more of its phases into the possession of every child; (b) helping him to build an appreciative and understanding attitude toward music; (c) arousing a feeling of satisfaction in the creative expression of ideas and emotions thru the words, the rhythm, and the quality of tone; and (d) securing for each child within his abilities the command of the skills, technics, and knowledges which are necessary for his effective participation in musical experiences.

L. J. NIELSON, ELEMENTARY-SCHOOL PRINCIPAL, SALT LAKE CITY, UTAH

Music education at the elementary-school level can be greatly enriched. It is at present assuming only secondary importance while it has the potential power for primary consideration. Why is there the delay of emphasis until the child reaches the secondary school or adolescence? The elementary-school child is at the most susceptible period for the building of ideals and attitudes.

Music cuts across grade and subject lines more completely than does any other school subject. It is already a powerful force for unity and school morale but it can go much further on the elementary-school level.

Music teachers themselves are to blame for much of the unfavorable criticism leveled at their departments. Poor discipline, lack of democratic teaching methods, and their emphasis upon unattainable adult standards of performance have often resulted in loss of status for these teachers. In the elementary school the music teachers must assume their full responsibility for the success of the entire school along with every other faculty member. Their aim must also be toward desirable social change in the child rather than upon pupil achievement in subjectmatter.

ELISE REID BOYLSTON, SUPERVISOR OF ART, PRIMARY GRADES, ATLANTA, GA.

Music and art inspire creative imagination.

Owing to radical changes in technics and methods during the past few years, all teachers are not fully in sympathy with modern concepts of education. For this reason, music and art do not always function as they should.

Projects often originate from outside stimulus; but if interest be sufficiently aroused, and the project suited to the ability of the child, creative thinking naturally follows. Projects involving the arts should be of immediate interest to the child; and activities should arise from the experiences of the child, and be timely.

Appreciation of art enhances the joy of music. Rhythm and the urge for expression are inherent in every child and should be developed. The child's expression should be his own, and the ideas of others should not be imposed upon him.

HOWARD R. ANDERSON, DEPARTMENT OF SOCIAL STUDIES, CORNELL UNIVERSITY, ITHACA, N. Y.

In a time of national emergency there is need for national unity. Basic to such unity is an understanding and appreciation of our common heritage as well as an understanding of loyalty to great national goals. We in the social studies feel that music education can make invaluable contributions in both directions.

American culture has as many roots as there are national groups in this country. Folk songs reveal to us the hopes and aspirations of these peoples in their homelands. Our pioneer songs describe the conquest of a continent and the building of our nation. But songs are more than words. They give us not only an intellectual but also an emotional appreciation of our inheritance.

Today we need firm faith in democracy. In a democracy, faith must rest on understanding, but we should not overlook the importance of subsequently developing emotionalized convictions. Young and old need to inform themselves about common problems and to discuss important issues. But only in singing our great patriotic songs, old and new, and in listening to our stirring national music, will they find the emotional release and the spiritual upbuilding that will enable them to face and conquer the perils which lie ahead.

EFFIE G. BATHURST, DIRECTOR, PHONOGRAPH EXPERIMENT, STATE EDUCATION DEPARTMENT, ALBANY, N. Y.

Can music help the rural school contribute to American unity? I have noticed that in rural schools and communities the spirit of democracy, good citizenship, and appreciation of the other person can be fostered in simple ways. Music is a definite help. Music has an important place in a rural integrated curriculum in which school and community participate. In school-community programs there is no better way for people to catch something of the spirit of nature's beauty, of historical periods, and of life in different geographical regions including, for example, our American neighbor nations, than by singing appropriate songs together or by taking part in other suitable music activities. At Christmas, more than at any other time in the year, the rural school, home, and community can be brought together in neighborliness; and Christmas carols provide a way of expressing the kindliness and goodwill that each one feels for all. May Day and

harvest festivals contribute especially to the unity of the country school and community and are kept alive thru music and the dance.

MARGARET GUSTIN, ASSISTANT SUPERVISOR OF RURAL SCHOOLS, STATE BOARD OF EDUCATION, HARTFORD, CONN.

Music is a vital and integrated part of our school program. In many of our schools the program is broad and, besides the musical training which is provided, there is stimulation and opportunity to use much imagination. Children and teachers enjoy the program and adults appreciate the contribution it is making. It contributes to the "three R's," the arts, the social studies, and vice versa.

Composing and illustrating stories about musical activities and musical facts are worthwhile educational experiences for children. The musical experiences which children have in school enable them to contribute to community programs. Also, our schools make provision for utilizing special musical abilities of pupils whether it is a special native ability without special training or whether there has been training in school or thru private instruction.

Note reading is not a bore where the musical program is varied and children have a reason for learning notes. To help acquaint the public with present practices in music, a creative song is often sung by both words and notes.

The music supervisor sees that children have a variety of musical experiences such as singing, rhythms, creative music, instrumental music with toy bands and orchestras, choral speaking, study of instruments, utilizing radio, victrola, and current musical programs within the community. For real joy and satisfaction in music there must be satisfactory accomplishments. To be able to sing, dance, and play an instrument often makes possible desirable social experiences within the rural community.

ALLEN Y. KING, SUPERVISOR OF SOCIAL STUDIES, PUBLIC SCHOOLS, CLEVELAND, OHIO

The following statements indicate areas in which music education may properly increase its service for all young people:

1. Music has an important role to play in building community support for the schools. Music lends itself well to utilization on programs in the school to which parents and other adults are invited. It creates a friendly atmosphere, while bringing real enjoyment to the audience. It must be recognized, however, that the music department cannot appear on programs at any and all times. Much time is needed for pupil growth and study in the music classroom.

2. Assembly and community sings should become a larger part of our school and community life than is true in many places today. Normal barriers created by differences in language, customs, tradition, and economic status tend to disappear when people join in a common experience in the universal language—music. These sings are especially useful in developing a spirit of unity and a sense of loyalty.

3. The extension of the use of recordings may aid in the recognition of the consumer aspect of music appreciation.

4. As in all education, it is necessary to build upon the pupil's level of interest and comprehension. It may be necessary to use some simpler music forms to build such foundations. When pupils do not enjoy symphony, opera, and concerts, it is because they do not have the necessary understanding.

5. There should be increased attention to satisfying the interests of pupils in popular music of the better variety. If musical expression is to provide the maximum enjoyment for the majority, school music must give elementary pupils opportunity for a real living expression of their own feeling.

6. There should be a greater attempt at correlation of the fine arts of music, dancing, art, and dramatics. Elementary-school pupils may do beautiful work in illustrating the rhythm and the pattern of a song in painting.

7. Music educators and social studies teachers should work together in the selection and organization of music of different periods of history and of geographical regions. Music should be utilized more extensively than at present to reveal the spirit, work, and joys of peoples and times; to add color to the life of a folk.

WILLIAM M. LAMERS, ASSISTANT SUPERINTENDENT, PUBLIC SCHOOLS, MILWAUKEE, WIS.

(Mr. Lamers presented the evaluation of the discussion-seminar as follows)

Is music education producing the results that logically might be expected of it today? Some members of the panel asserted it was not producing adequate results and gave as their reasons the following: (a) that a thoro philosophy of music education had not been developed; (b) that music education in America was too contest-minded, and was concerned with making a competitive show rather than with improving tastes and increasing enjoyment; (c) that music teachers were too temperamental to carry out a sound, sane process of music education; (d) that the academic setup for music is bad; that music is not recognized as a subject on the same basis with certain other subjects in the curriculum; (e) that school administrators are insufficiently acquainted with music and as a result neither give it the importance it merits nor use it for the educational purposes which it may attain; (f) that the tradition of college entrance requirements makes no provision for music, and consequently it is slighted; (g) that music teachers use obsolete and ineffective methods of teaching music; (h) that music teachers fail to make music a part of life; (i) that teachers of the creative arts do not unite in making an integrated attack on the child; and (j) that music classes are too large.

Some members of the panel responded by alleging that music was producing such results on the grounds (a) that teachers of music were doing as much with their subject as teachers in other fields were doing with theirs; (b) that there was a substantial and perceptible increase in the

quality of musical instruction; (c) that an appreciation of the importance of music as an instrument in the curriculum is now being evidenced by administrators.

In an effort to make practical the foregoing suggestions, the question was raised, "What can be done to improve the quality of music teachers?" In answer to this question it was suggested: (a) that the viewpoint of the music teacher should become clinical, that music teaching should be increasingly child-centered with the attack focused upon the individual rather than upon the group or the subjectmatter; (b) that the music teachers of America should embark on a systematic campaign to orientate the superintendency as to the place and function of music in the curriculum; (c) that the music teachers of America should make an effort to secure such amendment of standard college admission requirements as would establish music as a major secondary subject; (d) that teacher-training institutions should be encouraged to do a better job of preparing teachers for music; (e) that careful attention should be given to the in-service training of music teachers, especially during the first years of teaching; (f) that a philosophy of music should be worked out which would relate music more closely to the life of the pupil than it is now related; (g) that contests should be so administered as to attain rather than hinder the educational objectives of a music program.

The panel was then asked if music can make a contribution toward American unity. The response to the question was as follows: (a) Music can create historic and social understanding at all levels of education. It is especially valuable now. It possesses the power of intensifying patriotic ideas into ideals thru emotions. (b) Music is a universal language and therefore can express common ideas and create a sense of unity. In this connection it was suggested that all teachers in the social sciences bear some portion of the responsibility for using music for the purpose of social integration.

In the negative it was maintained that music does not make its reasonable contribution toward American unity because: (a) specialists in other fields, particularly in the social sciences, do not take advantage of the ability of music to create unity and to coruscate patriotic ideas into ideals; and (b) many of the textbooks now being used do not make such integration. With reference to this point the panel agreed that the effort to integrate must begin with the teacher; that maximum integration does not take place casually or automatically; that the teacher herself must develop a many-sided sensitivity coupled with a consciousness of the need to integrate and with ability of music to serve as an integrating medium.

The panel then raised the question as to how music education may be made auxiliary to local, sectional, national, and international unity. The members of the panel proceeded to point out: (a) that music teaches the ability to work together; (b) that music produces joy thru cooperation; (c) that it can remove tensions originating in other areas of conduct; (d) that it can make for national, international, and cosmic consciousness by promoting mutual understanding; (e) that it can provide therapeutic

opportunities for normal self-expression; (f) that it can serve as a unifying agency for the several social studies; (g) that it can give experiences in participation and that hence it can supply the participants with a means of making personal identification with social structure and their symbols; (h) that it can awaken enthusiasms for the better civic life by supplying emotional appeal fortified by drama or pageantry. In connection with this point several members of the panel asserted that music by itself as an art is undifferentiated, that if it can be an agent for social unification it may also be an agent for social dispersion, that by awakening class consciousness, stressing differences, emotionalizing bad ideals, it may militate against its higher aims.

National Association of Deans of Women

HISTORICAL NOTE

THE NATIONAL ASSOCIATION OF DEANS OF WOMEN, *a Department of the National Education Association, associated itself with the National Education Association in 1918.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Alice Crocker Lloyd, Dean of Women, University of Michigan, Ann Arbor, Mich.;* VICEPRESIDENT, *Edna C. Shumaker, Dean of Girls, McKinley High School, Canton, Ohio;* SECRETARY, *Catherine E. Reed, Dean of Women, State College for Teachers, Buffalo, N. Y.;* TREASURER, *Helen Hall Moreland, Guidance Associate, Stephens College, Columbia, Mo.;* EXECUTIVE SECRETARY, *Kathryn G. Heath, 1201 Sixteenth St., N. W., Washington, D. C.*

The publications of the Department consist of a quarterly JOURNAL *and miscellaneous monographs. The annual dues, $5, are payable to the executive secretary.*

ATLANTIC CITY MEETING

THE DEAN AND COMMUNITY RELATIONS

N. L. ENGELHARDT, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, NEW YORK, N. Y.

IN PUBLIC EDUCATION the definition of service to be rendered by an individual rarely is made. It is not written down in black and white so that the limitations of work may be known by the worker as well as by the employer. The hours of work usually are not defined, nor is there any understanding about the measurement of the success achieved by the worker. In a broad sense, the educational worker determines his own hours, defines his own service, and gets his satisfactions out of the vague measures of success which he himself applies.

In some fields of work it is a simple matter to supplement rules and regulations with written instructions of the services to be rendered. But the moment one's work in a school system is centered around the happiness and ambitions and the failures and successes of human beings, the service rendered cannot be fully defined. Within certain broad limitations the area of this service is determined by the worker himself after the contract has indicated the core. The time spent in such service is usually limited by human desire or by human endurance. Whether the results of the work are a success or failure is usually known only after many years have gone by.

Deans of girls belong to that group of educational workers, the scope of whose work usually is indefinitely outlined. It is as difficult for a dean of girls to know whether she is successful or not as it is for the principal or superintendent. Those who do not agree with this might attempt to answer the questions: To what degree am I successful? How can I measure my success? This haziness about success in service exists largely because any work associated with the relationships among human beings varies with changing times and requires constant adjustment to new social interpretations.

No principal or superintendent of schools can define with ease the work to be done by a dean of girls. When a contract is made, the dean usually is placed in a setting of which the surrounding conditions are vaguely known, and where the work to be done depends entirely upon the community knowledge, the social insight, the will to do, the human sympathy, the trained intelligence, and the human stamina of the individual. The work of the dean of girls today is different from what it was twenty and thirty years ago. It will be vastly different twenty and thirty years hence. The position of responsibility and influence held by the deans of girls in public-school systems will be what they themselves make it. It can be only vaguely defined in law or regulations. The future place of the dean of girls in a school system depends upon the understanding of the economic and social changes occurring in the community and of their influence upon human lives.

Like all other educators, the deans of girls must recognize that the communities in which they are working are rapidly going thru a period of change which may alter their very nature. The school curriculum, the school plant, the school year, the school staff, and the student body all are becoming quite different from what they were two and three decades ago. The financing of schools, the school's place in a community, the ways and means of securing employment, and the need for re-education find expression in terms that differ from those of many years ago. Today the forces of social welfare are making inroads upon funds formerly set aside for education. Today our social order is learning to respect the dignity of the human individual and to accord to human individuals rights and privileges reluctantly yielded in the past. These, and many other factors, all have a bearing upon the work and success of the dean of girls.

Let us review briefly what some of these changes mean. The decline in work opportunities brought new problems to the door of the dean of girls. Youth came for the first time from some homes that had never sent children to high schools and from some families that had never aspired to an education for their children beyond the eighth grade. Thus, in many cases, the work of the dean of girls was closely associated with every social and social welfare problem arising in the community. The solution of many of these problems could come only thru an intimate knowledge of the entire community itself, the conditions surrounding employment, the recreational opportunities, the character of the homes, and racial prejudices and traditions. These pressing problems require administrative and coordinating ability and insight. They suggest the need for community leadership in a broad field. The walls of the school building should create no hampering limitations. The dean of girls becomes a community leader and participates in those movements which seek improvement and elevation in every phase of community life.

Another heavy duty falls upon her in the light of the urban decentralization which has taken place. Our American cities are changing radically in character. The rich man's highway, from the business section out to the newly planned suburbs, has taken away from education the support of wealth and leadership. The homes of the "nineties" and more recent decades which have been abandoned in the city have become boardinghouses or slum centers. Rehabilitation of this old housing has been slow, and large masses of people of low economic means and of limited urban capacities have been drawn in.

The population of many high schools has changed much from that of decades past. There is less homogeneity and different racial strains have brought with them difficult educational and social problems. The rehabilitation of urban centers, and the re-establishment of assessment values are just as much the problem of the dean of girls as of any other educator in the school system. There must be an awareness of the conditions that exist and the reasons for them. Every opportunity should be seized to inform citizens about the magnitude of the problem and to enlist forces that will bring desirable outcomes.

The dean of girls must fully understand the work that has been done and is being done in the field of social welfare, community health, and recreation. These forces have been contributing significantly to community improvement, they have expanded their staffs, they have added new physical facilities, and they have increased their annual budgets. In many cases, these helpful and worthwhile programs are dovetailing into the educational programs and also are driving salients into the educational budgets. Social welfare and public education should not be waging a war for the same public funds. In the last analysis they are striving for the same ends—happy, healthful, and successful living for all people. An *entente cordiale* should be established in every community between these two groups. The dean of girls can play an exceedingly important part in such a program. There must be a mutual understanding of purposes and programs. The agencies of social welfare should be encouraged, as never before, to use the schools as their base of operations. If our communities are to thrive, there must be a coordinate and cooperative plan of action on the part of all these worthwhile forces.

The dean of girls is vitally interested in the recreational facilities provided in a community. She ought to play a constructive part in the creation of those facilities. The youth of the school should survey its own needs, lay out its own plans, and present them to legally constituted groups as well as to lay organizations for consideration and adoption. The technics of research and survey are desirable means for the dean of girls to employ in uncovering conditions representing need or in pressing home the argument for more funds or for improvement of opportunities.

Every secondary school should be a community school. It should be teeming with community life. Its doors should be open twelve to fourteen hours a day. Its programs should invite adults and youth for activities which meet newly discovered needs on their part. The dean of girls takes an active part in building such a school. She becomes the initiator and not the follower. The community school may gain many a lesson from the organized communities' rehabilitation programs of the South. Here in many centers every problem of community living is given consideration. The commonplace activities of life get sanction here thru the educational program. The dean of girls can contribute much to community improvement by assisting and bringing into the school the problems of the home and the community, as well as of the individual. The individuals in society progress to the degree that they are conscious of their group problems and participate in meeting group needs.

The dean of girls will profit from an awareness of what is happening in the field of public housing. Large-scale housing of either the apartment or cottage type brings with it new problems for education. In the small, compact, and scientifically devised apartment or cottage, good physical living conditions prevail, but children, as well as parents, have been denied the pleasure of planning and of continued activity in the creation of the home. The ready-made homes which are being multiplied in such large numbers thruout the country leave little to be done by children. The

schools must provide creative, recreative, social, as well as educational, programs as a distinct expansion over what was deemed essential some decades ago. With vast national funds made available for housing, there are few places in the United States that are not going to be affected by this problem.

The defense program of the nation presents an invitation for action and leadership on the part of educators of the kind not normally existent. In New York State recently there has been set up a Division for Civic Education for National Defense of Out-of-School Youth. The program suggests the need for the development of personal morale, the understanding of our national heritage, the creation of pride in good citizenship, and the participation in the building of better communities. The enrolment of youth in the defense of the home front is one of the urgent problems of today. The encouragement of youth to take stock of themselves; to help them to find greater satisfaction in work, in home, and in recreation; to assist them in constructive community projects; and to prepare them to sense their obligations and to meet them in case of national emergency are some of the lines along which this defense is working.

The dean of girls is in the position of guiding many of these activities and of stimulating lethargic individuals into the creation of wholesome activities in each of the areas mentioned. Especially would it be helpful to community solidarity if the school could arouse into worthwhile action those men and women in the community who live a more or less drab and monotonous existence and who do not expect to contribute anything to community life but whose planning and work can be made community assets of great potentiality.

The challenge to the dean of girls in this day and age is to become a community leader. She must define her own service. The increase in happiness and in constructive work of a constantly growing number in the community may be some slight measure of the success of her work. The dean of girls must know the community as well as the school. She must encourage community analysis so as to have a basis for her own program. Youth must be stimulated to survey the area in which it may spend the rest of its working existence. The dean of girls should assist in planning schools which meet the community concept of need. The community-school campus should teem with activities from which all and every citizen may gain in some phase of his living.

The dean of girls, like every other educator in this challenging day, must conceive of her work broadly, must be factual and fair in her analyses, must be wholeheartedly liberal in time devoted to service, must be tolerant and unprejudiced, and must recognize that service to the individual is best rendered in the light of understanding of the basic family and community problems. She holds an enviable position which invites pioneering in this new day. Exploration must be carried on thru the whole realm of human living and youth must be inspired to create new opportunities for successful living for himself and others. Probably no other period of American history has challenged individuals so much toward constructive, intelligent

leadership and exploration in realms in which in the past the surface has been barely scraped. Deans of girls will play important roles as the future drama of community life unfolds.

BOSTON MEETING

NEW DIRECTIONS IN EDUCATION

CONSTANCE WARREN, PRESIDENT, SARAH LAWRENCE COLLEGE, BRONXVILLE, N. Y.

Sarah Lawrence College has been doing work in rather new directions in education. They are really directions in which education has been moving for some time but in which this college may have gone a little farther than is customary. All of us, whether we are in schools or colleges, are thinking about education today in quite different terms from the ones that our parents used. We are thinking and working toward a more individualized education. I appreciate that it is extremely hard to do very much in that direction in schools and colleges where numbers are large, but much is being accomplished in many places in spite of that handicap.

This little college which I represent has 290 students and 49 full-time faculty members. That, you may say, is an ideal situation—has it any justification? Its justification is that it enables us to observe our students at close quarters and find out a good deal about their actual responses to various educational stimuli. If we can do a good job in investigating the sort of material which is suitable and effective for students with various personality traits, abilities, and backgrounds to work with and the best teaching technics to be used with them, we shall have information of value to pass on to educational institutions, on both the school and college level, which have to work with much larger numbers. In other words, we are a small laboratory for trying to obtain light on some of the more vital questions that puzzle all teachers, as well as on some important problems which nobody has realized existed because they have only revealed themselves as we have begun to examine more carefully the assumptions we started with.

We talked naively at first about students' interests as if they were easily spotted. Then we began to realize that a study of students' interests is something which might engage years of the time of an able corps of investigators. When President Eliot announced that he would let the boys choose the subjects and courses in which they were interested, the results were questionable. When we tried to let students choose their courses, we immediately found that the interests of freshmen were often extremely superficial or equally complex. Freshmen needed a great deal of guidance, and guidance by people who understood them as well as possible and at the same time knew what sort of opportunities the college had to offer, people who would guide them in terms of their individual abilities,

needs, and genuine interests as far as we could discover these, rather than in preconceived terms of what they ought to want to study.

I remember very well a girl announcing that she wanted to begin the study of Spanish. When asked why, she said her mother had friends in South America and that it was quite possible that after graduation she might be invited to visit them. Another wants to learn to speak French because it is the fashionable thing to do. Another wants to study economics because her boy friend at Harvard or Yale talks so much about it. She cannot let him go on impressing her, while another rejects economics because father fears it will "put ideas into her head." Some come with definite interests which must be distinguished from superficial ones. The teacher who advises freshmen must have time to obtain as much information as possible about each student before she sees her as well as time to talk with her at length about the work offered at college.

The information we have about the entering student consists of a questionnaire, which has been revised frequently over a period of twelve years, and which gives us a good deal of information about each student who fills it out; another questionnaire is filled out by one of her teachers and still another by her parent. We also give a scholastic aptitude test but we do not find that this correlates as highly with later achievement as we had hoped it would. We also have the record of the student's work during four years of high school. She may, and often does, present College Entrance Board Examination credits but we do not require these. We are perfectly willing to receive students who have taken a good general course at school; in fact we often find that this has enabled the student to work at material in which she was genuinely interested and, therefore, she enters college with more sense of the possibility of enjoying an education than if she had just worked obediently at the routine college preparatory material.

From all this information we make our selection, but the thing that carries the most weight is the questionnaire answered by the girl herself and interpreted by members of the faculty who have developed a good deal of ability in reading between the lines and finding out much more than the girl thinks she has told us. When she comes to college only the older and seasoned members of the faculty act as advisers and each undertakes to guide but a few new students. The adviser talks at length with the student and arranges individual conferences for her with faculty members with whom she might like to work. The girl then chooses her course of study in consultation with her adviser. If the girl makes a mistake and finds that a subject which she had chosen is not one which is of value to her, with her adviser's consent she may change it.

We have also instituted what we call "exploratory" courses of which each freshman takes one in the subject of her choice. This may be in science, psychology, literature, social science, or art. Modern languages do not lend themselves so well to this scheme. In these courses the subject-matter is kept very flexible. In an exploratory course in English literature, the students may be reading a novel which brings in important economic

problems and someone from the economics department may join the class to discuss this question; another book may lead to a discussion of psychology, another may deal with racial problems. In other words, that English course will open up different avenues of thought to the student and orient her to new points of view. Varying technics may be used in teaching the course as the need arises. The student learns more about herself, what ability she seems to possess, what types of material she works best with and also more about the different fields of work in which she may later study. At the same time the teacher is able to observe the student carefully and help her to adjust to the college situation in which she can function best. It should be remembered that this orientation course is in only one of the three fields in which the student is working. Her other courses will be more specific in content but all will start from the point where the student's interest lies and all will challenge her initiative and call for independent study.

Some students come to college with definite prejudices which it is hard to overcome. It is often difficult for ones who have "had their noses rubbed in the classics" to learn to read with enjoyment and real discrimination, for those who have had an overdose of American history, beginning with the voyages of the explorers and listing events by administrations, to realize that a real understanding of events which are going on today calls for a discerning study of the way in which our institutions developed.

One girl came to this college because she would not be required to study mathematics for which she had developed a great distaste in high school. She was very able and was keenly interested in philosophy in which she had already done serious reading. She also had definite ability in music and art. At the end of the year we said, "You are particularly interested in the philosopher's idea of the origin of matter—are you going to be satisfied to know nothing of what the scientist thinks about this subject?" Then we gave her chemistry and tipped off the teacher that here was a girl keenly interested in the origin of matter. He had that in mind as he opened up the subject to her. She became absorbed in chemistry but soon found herself blocked by the need of more mathematics and asked for it. We then explained the situation to the mathematics teacher who, while giving the student an intensive study in the mathematics needed for her chemistry, also showed her the close connection of mathematics with modern philosophy. This girl forged ahead with mathematics when she saw a real use for it. I was dining at her house one Sunday in her senior year. She did not come home and the family turned to me saying, "She has forgotten all about dinner—she is working in your old science laboratory!" She was absorbed in the use of some apparatus which she had devised for the measuring of the rapidity with which the eye observes different colors. This was being carried on in connection with work in psychology and physics but was tied in with her old love, painting, which persisted thruout her college course. I cite this as an illustration of the way the interests of an able student may shift thru the normal process of evolution.

Of course many girls come to college with definite interests developed in high school and which they wish to carry on in college. If these are reasonably broad they form an excellent basis for a college career. If they are too narrow we find that the answer is not to force breadth upon the student who is not ready for it but to allow her to begin at the point in which her interest is absorbing and gradually from this avenue to open up bypaths leading to other more or less related fields. Most students eventually settle upon a field of concentration but they vary greatly as to the time when they are ready for this.

What happens if you force them to major at a given time as many colleges do? Frequently they choose a field at random, because they received good marks in a course in that field or because they are beguiled by a fascinating teacher to specialize in his subject. By the time they are well committed they often realize that their real interest lies in an entirely different direction. We are trying to prevent that kind of human breakage, trying to give a girl all the time she needs to find the right path in life. By keeping close to her, by penetrating as often as possible behind the "front" of work carefully performed to find out how much it really means to her, we are trying to find out what her genuine interests, abilities, and needs are and help her to choose work which will really satisfy her.

I have spoken of only one branch of the kind of investigation we are carrying on. We have been looking into the question of discipline—the reaction of the student to authority. We have discovered many interesting attitudes toward it and reasons for them; seldom do laws seem to be broken for the sake of breaking them—it is not as simple as that. We have been studying the reaction of the student to teacher personalities, to various types of subjectmatter, and to varying technics.

A generous grant of money from the General Education Board has made this research possible and we hope to publish three books in the fall containing some of our findings. One is a study on the teaching of the individual based upon a great deal of case material; one is on our experiences in various uses of freshman English for beginning students; and the third is a study of the values which may be obtained from introductory work in psychology. We hope to follow these later with a study of certain personality tests of individuals in one class taken thru four years of college, with a study of the uses of field work in the social sciences, and perhaps with studies in the uses of the arts and science for students entering college. It is our hope that these opportunities to study carefully the individual student in the classroom and in her social relations may throw light on some of the complexities which so often block our effectiveness when we have to deal with students in the mass, whether they be in high school or college. In some cases we may be able to offer solutions, in other cases we can only point out how much more study is needed before any solution is apparent. Guidance cannot be separated from teaching; both can be infinitely more effective when we begin to penetrate more closely the complex process of learning.

One of our needs is to break down the distinctions between school and college teaching. We must all think of our teaching in terms of what a student is able to understand and absorb because it is important to her—not what she is able to repeat on an examination paper. There are certain dates and hours that stand out in the school experience of each one of us as ones in which we really learned something, in which we really grew. How can we eliminate in schools and colleges the waste of time spent in "cut-and-dried" lessons taught because they have always been taught that way and because it seems respectable to learn them? How can we eliminate the people, no matter how scholarly they may be, who have no business handling young people and substitute for them those who combine scholarship with a deep love and understanding of human beings. If such people are given time to know their students and a free hand in teaching them, we will find ourselves with a group of active investigators in this almost untouched realm of education who will really make it function in terms of their students. With that kind of teacher as a starting point, the packages collected from the past will be opened; that of value will be kept and that which has become trash will be discarded. Such teachers seem rare, I admit, but the summer workshops in education carried on in many parts of the country are giving evidence that many teachers who heretofore have felt obliged to carry on a certain routine of work are really eager to find ways to make their teaching "come alive." Even college professors are becoming aware that they have obligations as teachers as well as scholars.

National Association of Journalism Directors of Secondary Schools

HISTORICAL NOTE

THE NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS, *organized more than fifteen years ago, voted to ask department status of the National Education Association at the Detroit meeting in the summer of 1937. Accordingly, the petition to the Executive Committee and Representative Assembly was presented at the New York meeting in 1938, where it was placed on file to await final action in 1939. At San Francisco, the National Association of Journalism Directors was made a department of the NEA.*

The Department officers for the year 1941-42 are: PRESIDENT, *William E. Blake, Hartford High School, Hartford, Conn.;* VICEPRESIDENT, *Olive Allen, Central High School, St. Paul, Minn. Other officers will be elected in the fall of 1941.*

The National Association of Journalism Directors meets three times annually, twice in November and once in June.

The Department publishes bulletins and maintains news columns in QUILL AND SCROLL *and* SCHOLASTIC EDITOR. *Annual dues of $1.50 are payable to the treasurer in the fall.*

BOSTON MEETING

DON'T BELIEVE ALL YOU READ IN THE PAPERS

LINCOLN O'BRIEN, CLAREMONT DAILY EAGLE, CLAREMONT, N. H.

PEOPLE CAN BE FOOLED a lot of ways by what they read in the papers. The easiest way is by not understanding how to read a paper. Before I go into the ways in which papers misguide us intentionally and unintentionally, let's take up this question of how we fool ourselves by not knowing how to read a newspaper.

Very seldom does the *Daily Bugle* say that a thing is so. Generally the *Bugle* says that Mr. X says it is so. The first thing to notice in reading a news story is, who says so. After you notice who says so, notice who reports the story. Truth to start with can be changed by bad reporting. If it is a national or foreign story it is apt to carry a credit line of one of the major news services.

Remember in reading this news article that you are reading the story, not the headline. Or at least I hope so. The headline is written by a copy editor who may not have read the whole story and who has to fit some of the facts into a Chinese puzzle of space and type sizes. The story is the story.

The essence of news is a new occurrence. Great underlying changes seldom get in the papers because they seldom happen fast enough to make them new, and so news.

Play of news is the last great thing to understand before we go on to intentional deceit. Play is the position of a story in the papers. A story may be on the front page or on page ten, it may be high on the front page or low, it may have a screaming or a conservative headline. More people will read a story which has been given a big play. The editor plays up stories that he thinks the public will want to read, should read, or sometimes stories that the policy of the paper is in favor of.

Besides understanding how to read a paper, we should realize that there are several definite pressures for out and out falsehood. The most widely known of these pressures is that of the advertisers. As you probably know, the larger part of the income of a city paper is from its advertisers. The circulation is a very small part. In the country press, circulation may be from one-third to one-half of the money coming in, but in the city the percent is much smaller than that. So a large advertiser is an important person to a city paper. In some cases the advertiser uses that importance to try to corrupt the news columns, and with some papers he is successful.

A greater pressure against the honesty of news is the news source itself. But the greatest of all pressures for falsehood is the "sacred cow." The "sacred cow" is a horrid beast. He, or perhaps she, is some person or cause that the publisher wishes given better treatment than the plain truth. Publishers vary in viciousness even as do members of this audience. Some papers have no "sacred cows" at all.

Wishful thinking does its little part in changing news. All of us unconsciously tend to make everything we say or write just a little more palatable than the exact truth.

Headlines, of course, are the last way a story is changed and by all means the least accurate part of the paper's news. Headlines reflect wishful thinking and all the other vices more than any other part of the news department's domain. Moreover, heads have to be written to fit in a rigid and complicated arrangement of type styles and sizes.

I suppose that there is a difference between malfeasance and nonfeasance. I think that a newspaper which distorts its news or fails to print some happening that it is to the public interest to know is clearly morally wrong. But I think the moral duty of a paper to expose or crusade against a general condition is less strong.

Wishful thinking and making news a little more palatable is encouraged by public intolerance. A big shot public leader of my community called me up during the invasion of France. "O'Brien," said he, "we don't want any Fifth Columnists in this community. We don't want you printing every day that the Germans are pushing into France. We want the French to win." I thought he was kidding and replied that I would change the government weather report every day to fair and warmer so he could save coal in the winter. But that only made him mad. So I patiently explained that we printed the entire report that we got from the Associated Press without change of any kind and did he think the AP was making up the news to sabotage American morale. He just replied that he wanted the French to win. So did I, but I didn't see how my distorting the news would help any. That sort of pressure, especially in times like these when men on all sides are so firmly set in their opinions, has its influence on editors and on the news.

Papers have a good many excuses for inaccuracy in their news. Some of the excuses are good ones. The law of libel very properly puts the burden of proof on the paper to show that anything it prints is true. Besides fear of libel, papers have as an excuse the speed with which news must be written, set in type, and printed. A good murder in this room right now would be printed and on the streets of Boston within an hour. Considering this haste, I often marvel at the accuracy of the profession.

Now that we have somewhat explored the imperfections of the mirror that the press holds up to life, let us see what we can do to perfect it. Other professions, such as the law, have a governing group within themselves, like the Bar Association, to enforce certain standards. That doesn't seem practical at the present time for the press. Who would be the standard-enforcing group? The American Newspaper Guild pretends that it is interested in standards of accuracy, but in fact the standards of the Guild newspapers are not those that I should like to see further extended. An association of the employees alone, even if it becomes an association led exclusively by honorable men—as it probably will—would not have enough natural power to enforce their decrees against a hostile ownership. How about the owners, then, as standard raisers? The individual

owners have that power now and they use it as their individual consciences prod them. An association of owners could do much more, perhaps, that would be worth trying if you could get them to do it, which I doubt.

It has been suggested that the government, either by law or by censorship, take over the morals of the press. I don't believe I need to spend any time to tell you that that always results in the case of the party in power being presented to the public to the complete exclusion of the case of the opposition.

Freedom of the press as at present interpreted from the Constitutional Bill of Rights seems to mean the right of every newspaper owner to be free to say what he likes, subject to the law of libel and contempt. It works like a civil service; it protects the right of the owner to be honest if he wants to be, free from governmental interference. That seems to work pretty well. A surprising number of men are honest if you leave them to their own desires. I guess publishers divide up between the honest and the dishonest about as the rest of us do. On the whole, until something better comes along, our present system of freedom of the press gives us a pretty good press. It is far from perfect, but an informed American reader has a clearer picture of world happenings than the average citizen of any other country.

As history has shown us, we must have democracy to have freedom. So we must have an honestly informed electorate to have democracy. Altho great improvements could be made, the American press today is a wonder of the world that it gets as much accurate news as it does. Without the traditional honesty of the news-dispensing organs of the United States today neither airplanes nor armies could retain that form of government which gives us liberty in the land that we love.

WHY TEACH JOURNALISM?

WILFRID E. PLAYFAIR, DEPARTMENT OF JOURNALISM, SIMMONS COLLEGE, BOSTON, MASS.

I have been teaching journalism—if we must call it that—for a long time indeed. For more than thirty years I taught it where it can best be taught—in the city room of the newspaper or the office of the press association. I have been proud of some of my pupils, as teachers are likely to be. For the past five years I have been teaching formally at Simmons College. I am proud of my work there, too. I have dissuaded scores of young women from attempting to embark on newspaper careers. That is an achievement.

From this you will deduce that my teaching is rather unorthodox. It is. The setup in journalism at Simmons has at least one virtue. It is different. Later on I would like to go into some detail about it, as I believe it has a bearing on your problems.

It seems to me that the questions to be considered are these: Should journalism be taught at all in the secondary schools, or, for that matter, in any schools excepting only a select group of colleges which are properly staffed and equipped for the purpose? If the answer is "yes," what should

be the objective and how should the teaching be done? That is presenting the case very baldly indeed. But it gives a starting point. It is also presenting the case upside down, I fear, for the objective or purpose seems to me the most important point of all. Why do we teach journalism?

In a great many secondary schools, where I have had opportunity to observe, courses in journalism form part of the noncollege or commercial programs and are not open to those pupils who look forward to continuing their education on the college level. I assume from this that journalism is regarded as a vocational subject, as preparation for a career on a newspaper. If that assumption is incorrect, I am about to waste some of your time. I believe that the teaching of journalism with professional objectives in the secondary school is adding the roof to a building before the foundation has been laid.

Not so long ago, if someone had asked me the questions I propounded a few minutes ago, I would have said that courses in journalism did the newspaper beginner more harm than good. Many editors still take that position, proving their case, as I would have done, by citing certain graduates they had employed with unfortunate results. But the situation has changed a great deal in recent years, and the more progressive newspaper editors have modified their views to meet that change. There are many reasons for this shift. For one thing, schools of journalism have come a long way. The better institutions provide a sound college background in the studies that should help the future newspaperman to understand the incomprehensible world which he will one day try to interpret to others. They drill him in digging to the bottom of things, in research. Then they give him some useful training—top dressing—in actual newspaper technics, and this shortens, or should shorten, his term of apprenticeship on the job. A college degree has been a prerequisite to employment on most metropolitan newspapers for years. The best school of journalism may be said to provide a specialized college degree.

I believe that courses in journalism, taught under the most favorable circumstances, are useful but by no means essential to students looking to careers on newspapers or in allied activities, such as publicity, radio, and advertising. I do not yet admit that they are essential because some of the best prepared students I have known came to the business direct from the liberal arts college, where they had planned programs to fit them for journalism. Strictly technical courses, after all, make up only a small part of the four-year school of journalism curriculum. The prime requirements of the journalist of today are English, history, government, economics, psychology, and sociology.

If you accept my statement that sound educational background on the college level is the best preparation for the newspaper worker, you will agree also that the teaching of journalism with professional objectives in the secondary school must be largely wasted effort. It is, to say the least, premature.

Turning to a severely practical aspect of the case, let us consider the problem of placement. It seems rather unfair to provide vocational training

for nonexistent jobs. Because of a variety of circumstances, of which the greatly increased cost of newspaper production is probably the most important, the field of newspaper placement is narrowing year by year. Many qualified graduates in journalism have no place to go, and this fact may ultimately lead to a rearrangement of college curriculums and a curtailment of professional journalism programs.

I am convinced that, apart altogether from any direct professional objective, journalism is a study of utmost importance, both in college and in the secondary school. It might well be a required subject. Not every college graduate can get a job on a newspaper, but every literate person should be able to read newspapers intelligently, even critically. I need not emphasize to you the value to the citizen of a real understanding of the modern newspaper, which is and will continue to be a vital part of our daily life. He cannot be a good citizen if he is ignorant of the parade of the times. He should know, among other things, what to believe in his newspaper and what to disbelieve. He should be able to glimpse behind the news. He should learn to appreciate the boon of a free—or comparatively free—press in one of the few areas of this earth which boasts one. And the process should begin in the secondary school. I throw up my hands when a college junior, or even senior, admits in a class in journalism that he never reads newspapers. At that stage little can be done about it.

The two compelling reasons for giving courses in journalism are (a) the value of giving college students an understanding of the press as a social instrument and as an agency vital in the functioning of our democracy, and (b) that journalistic technics may be effectively employed in motivating an interest in English composition and creative writing courses.

At Simmons we have all the facilities necessary for professional journalistic education, except perhaps a daily newspaper, to be used as a laboratory. We have a weekly. We have sound courses in all the background studies I have named; a major course in typography and the publishing technics; courses in publicity, advertising, radio writing, and news and feature writing. We have the experience which warns us what to teach and what not to teach in journalism, and this is important.

And yet we begin every semester with a solemn warning to students against counting on journalism as a career, and we encourage few students to try the city room after graduation. We believe, of course, that some students are "naturals" for the newspaper business, that they have the temperament and qualifications for it and would not be happy in any other work. You may be sure that such rare birds are given every opportunity.

Enrolment in journalism courses is always heavy. We believe that every student who can should enrol, if only that she may learn to organize material, discard bad writing habits, express herself in clear, simple English without wordiness. We have found that students in journalism, under constant class criticism, overtake shortcomings in spelling, grammar, and syntax, and that we help them in other courses, notably creative writing, by stripping their style and encouraging them to say what they have to say and then stop.

So we give the teaching of journalism a general rather than professional emphasis. We think it is of value to every graduate, no matter what her job may be. As I see it, journalism in the secondary schools should be taught, not as a vocational course, but as a course in English, civics, or both. And it should be taught in college programs in the secondary schools as definite preparation for college studies in English and the social sciences.

FRESH AND SMART

MAX R. GROSSMAN, DEPARTMENT OF JOURNALISM, BOSTON UNIVERSITY, BOSTON, MASS.

Since I am incapable of dealing adequately in fifteen minutes with the topic which your national president has graciously assigned to me, "The Goals of Journalism in Secondary Education," I have taken it upon myself to limit my remarks to a subject which I am calling "Fresh and Smart."

The first function of sign-posting the goals of journalism in secondary education calls for immediate orientation. Well, where are we? Please imagine that you are back in your classrooms. Before you, engulfed by problems which are infinitely more important—to them at least—than any which confront you, are the pupils. Well, how did they get there?

Few of your charges are studying journalism because it is a required course. If you have formal classes in journalism, most of your pupils were sent to you by the English Department, which innocently believes that it is your chief function—a duty which is socially and academically less important than theirs—to motivate English composition.

If you have formal classes and a school department of vocational counseling, you have some students in your classes who in pre-testing demonstrated an aptitude for "selling." Vocational departments somehow think that journalism is akin to salesmanship.

If your school is overloaded with required, directed, and super-supervised activities, as too many schools are, then some of your pupils are in attendance because they really like to work on the school paper or because they find it, after assaying the instinct of self-preservation, the least uninteresting of the required activities.

And, of course, you have a few of the school's athletes—the boys who are determined to become sports writers after they become all-American headliners. Also, the girls who regard Mrs. Roosevelt's career as beyond emulation, Miss Perkin's as too abstruse, and Dorothy Thompson's (or Clare Boothe's) as just the right bowl of porridge.

Your other pupils are present because the elective system and delightful coincidence bring your class at the proper time of day. These latter worthies come in to get out of the rain.

Now the astonishing thing about your charges is that more than half of them are deeply interested in journalism. They tell you, in all honesty, that they prefer journalism to core subjects in which they may be receiving higher grades than you award them.

I wonder if it has ever dawned on you that you are teaching the best pupils in your school. By "best" I don't mean that you necessarily have the high-school "Phi Beta Kappas" altho, curiously enough, you have your share of those. What I mean is that they are the most dynamic, most versatile, most intellectually curious, and most intellectually honest youngsters in the entire building. And, even tho on rainy Tuesdays you believe that most of them seem to need the attention of either the municipal habit clinic or of some high-priced psychiatrist, you will generally attest to the fact that they are endowed with adequate quantities of common sense.

If you will give another thought to your adolescent associates, I think you may agree with me that they are both "fresh" and "smart"; fresh in both the positive and negative synonyms for the word. And the same commendatory and derogatory translations hold for the word "smart." Put the smartest and the freshest pupils in one room and you have, from my viewpoint at least, the best pupils in school; the youngsters who are most likely to succeed, who are most stimulating to teach, who are most likely to bring fame to their school and their community.

May I remind you that your young men, if they do get into newspaper work, may sometimes find themselves interviewing waterfront characters and criminals. Journalists' personalities should be sufficiently adaptable to enable them to be at ease in any environment. I think your girl students have less need of this quality, but I also believe that girls generally are naturally less brazen and less forward than boys.

I give you from the *Shorter Oxford English Dictionary* the following meanings of the word "fresh" which are particularly noteworthy: new; not artificially preserved; retaining its original qualities; not stale, musty, or vapid; not exhausted or fatigued. Surely these are qualities which should be preserved in any person who intends to become a newspaper worker. In certain respects the word "smart" is synonymous with "fresh." The dictionary defines "smart" in part as follows: pert, forward, impudent; clever, capable, adept; quick at devising or learning; witty; alert and brisk; neatly and trimly dressed; stylish. Most of you will agree that those are attributes which should be husbanded. Some, perhaps all of you, would hesitate to accept "impudent" as something to be countenanced in a classroom or elsewhere, but may I point out again that there are occasions—and any newspaper man will verify this—when a bit of impudence goes a long way.

We must always keep in mind that our pupils, meaning those who are determined to major in journalism in college or to make it their life work, must be completely adaptable. Perhaps "civilized" is a better word for what is expected of newspaper people. My impression is that that word implies an ability to live in cities or among persons of diversified nature and culture.

We must always keep in mind the ultimate goal of our students. That goal is journalism. More than half the youngsters in your classes really want to become newspaper reporters, radio announcers, authors, editors, correspondents, or playwrights. You must do nothing to frustrate them. You have a great responsibility to those youngsters to whom you are giving

preprofessional work in journalism; to those who are determined to earn a livelihood or to make careers for themselves in contemporary writing.

It was Henry Luce, editor of *Time, Life,* and *Fortune* magazines, who said, "Journalism is the most undignified of all the professions and yet it is the one profession which is most concerned with human dignity." That, I believe, is as penetrating a remark about our work as any I have ever heard. Why is journalism the most undignified of the professions? Because reporters are as undignified as the movies represent them to be? Nonsense! Journalism is the most undignified of the professions because the world is made up of persons who are undignified—perhaps that includes the vast majority of human beings—and of persons who are very solemn. Newspaper men must learn to live with both groups. If I may borrow a chemistry term, which I am doing forthwith, I should like to point out that journalists are, in reality, catalytic agents in human society. They are not of two different or contending elements but, because of their presence, the two elements get together to form a new or different social unit, however slight the change may be before the meeting began, and the newspaper men alone emerge unchanged from having occasioned the change.

I have never heard anyone comment on the nature and character of the pupils whom you have and whom, ultimately, we of the colleges get. And I do believe that if you will remember your pupils and will keep them fresh and smart that you will have attained one of the most important goals of journalism.

National Association of Secondary-School Principals

HISTORICAL NOTE

The National Association of Secondary-School Principals, *a Department of the National Education Association, was organized in Topeka, Kansas, in 1886, under the name of the Department of Secondary Instruction. In 1917, at Kansas City, Missouri, the organization became known as the National Association of Secondary-School Principals. In February 1927, at St. Louis, Missouri, consideration was given to the affiliation of the Association with the National Education Association as a Department of Secondary-School Principals to include the whole field of secondary education, comprising junior high schools, senior high schools, and junior colleges, and at Boston, Massachusetts, it became the Department of Secondary-School Principals of the National Education Association. In February 1939, at the Cleveland meeting, the name of the Department became the National Association of Secondary-School Principals of the National Education Association, and in July 1940, the central offices were removed from Chicago to the headquarters building of the National Education Association in Washington, with Paul E. Elicker,* EXECUTIVE SECRETARY, *and Harry V. Church,* ASSOCIATE SECRETARY.

The officers of the Association for the year 1941-42 are: PRESIDENT, *John E. Wellwood, Principal, Central High School, Flint, Mich.;* FIRST VICEPRESIDENT, *Virgil M. Hardin, Principal, Pipkin and Reed Junior High School, Springfield, Mo.;* SECOND VICEPRESIDENT, *Hugh H. Stewart, Principal, Davis High School, Mount Vernon, N. Y.;* EXECUTIVE SECRETARY, *Paul E. Elicker, 1201 Sixteenth St., N. W., Washington, D. C.;* ASSOCIATE SECRETARY, *H. V. Church, 5835 Kimbark Ave., Chicago, Ill.;* EXECUTIVE COMMITTEE, *Oscar Granger, Principal, Haverford Township High School, Upper Darby, Pa. (term expires 1942); Truman G. Reed, Principal, Lewis and Clark High School, Spokane, Wash. (term expires 1942); E. R. Jobe, State Supervisor of High Schools, Jackson, Miss. (term expires 1943); Wilfred H. Ringer, Principal, Brookline High School, Brookline, Mass. (term expires 1944).*

The publications of the Association consist of the Bulletin, *issued eight times a year, including a yearbook; and* Student Life, *an illustrated magazine of student activities, issued eight times a year.*

The annual dues for the Association are $2, payable to the executive secretary.

BOSTON MEETING

INTERPRETING DEMOCRACY THRU THE ADMINISTRATION AND ACTIVITIES PROGRAM

J. E. NANCARROW, PRINCIPAL, SENIOR HIGH SCHOOL, WILLIAMSPORT, PA.

OUR AMERICAN DEMOCRACY was established in order that people might be provided with better ways for living, and that they might enjoy the benefits and privileges which are attendant to increased freedom, justice, and equality. The people established public education of, by, and for the perpetuation of American democracy. They realized that this new form of political administration could not be preserved unless the people became familiar with the fundamental principles underlying and making up this new philosophical experiment. They expected the public school to turn out intelligent, unselfish individuals who would assume responsibility for passing on these new opportunities and privileges. The school was expected to develop character in individuals and to train for intelligent, dynamic citizenship.

The democratic form of government now seems to be endangered by many powerful forces. The physical dangers are a serious peril, but the insidious attack on the morale of the American people is a still more dangerous problem. Unfriendly powers have attempted to instil into receptive minds the thought that the democratic way is inefficient, that those who serve democracy are selfish and just "blunder thru."

In such a critical situation, the two "I's"—ignorance and indifference—are the greatest threats to the continuation of the liberty and freedom of choice enjoyed in America. It seems to be a characteristic of humans that, in general, people oppose the things about which they do not possess sufficient knowledge. In such circumstances, all public institutions, including the public schools, are subject to attack.

There can be no democracy without universal education, either in conflict or in peace. When sly propaganda is the order of the day, America must mobilize not only its manpower and machines of warfare, but also its intellectual, moral, and spiritual resources. The dictator nations built upon totalitarian education, which was designed to produce intelligence on technical problems and an emotional buildup regarding social and economic problems. Democracy must rely upon education to develop citizens capable of making their way of life effective and powerful. American citizens must be taught how to seek, recognize, and disseminate true information concerning their form of government. The present crisis has served as an impetus to reevaluate the educational program in more realistic terms. This does not mean that a defensive attitude shall be assumed toward present school programs or that hasty or ill-advised changes shall be made. It does call for alert and intelligent adjustment to the everyday needs of democracy.

If the school is to interpret democracy thru its program of administration, it must, first of all, respect the personality of the individual. For democratic

administration, this means that teacher or pupil may make constructive suggestions and have their suggestions considered on their merits. Such a program involves shared interests, shared aims, and shared responsibilities. Each person may share in what affects him, and such sharing must be on the basis of ability and the willingness to accept responsibility for the results. The multitude of little decisions and suggestions made daily by teachers and students alike, and the sharing of responsibilities, offer an opportunity for maximum growth and optimal adjustment in good citizenship. The school administration needs to exemplify democracy and allow it to be lived in the school community.

In the second place, the program of administration must be a two-way program of mutual effort and understanding between the schools and the public. No school administrator should superimpose his own philosophy of life upon the life of the school and community. Rather, he should attempt to find the pulse of his people on debatable school problems and govern himself accordingly. If the school is to interpret democracy thru its administration, it must be constantly on the alert to sense the needs of the public and then cooperate in working out a program to meet these needs.

In the third place, there should be a rigid self-analysis by the school and a basic adjustment and modification of present procedures and viewpoints if such modifications are necessary. The school is judged by the work done in the classroom of every teacher. If this work is to be satisfactory and to assist democracy, it must be kept up to date. There is no place for the teacher who is satisfied to get in a rut and progressively travel backward. In the long stretch, it is the work and effort and attitude of the classroom teacher by which the worth of the school should be, and is, judged. The schools have answered the call of the national defense program and have given challenging evidence of their ability to make that defense program a living thing. They have demonstrated the fact that teachers and the administration are able to re-evaluate and readjust in a relatively short space of time.

In the next place, a good program of school administration for American democracy calls for a good program of public-school relations. Such a plan involves the establishment between the school and the public of a full and honest understanding of the facts which brought the public school into being and which have made it the agent of democracy. It is important that the public understand the philosophy that has founded, guided, and preserved the American public school since the days of Horace Mann. The public must be shown that the schools are facing new and stupendous tasks; that they have been forced to take over more and more of what was formerly the prerogative of the home and of other social agencies. The public relations program should be a continuous process of facilitating widespread public participation in the developing educational program. It should not be a glorified sales department, but rather an integral part of the entire educational process and it should present a clear, dramatic, fair cross section of what the children and teachers and the school are actually doing. By this means, an intelligent community support for education will be created, and democracy will thereby be strengthened.

Finally, the administration should assume the responsibility for cultivating a spirit of patriotism among the students. One of the greatest dangers today lies in taking the democratic form of government too complacently and in being blind to the evils lurking within the fold. The good school will make an honest effort to teach the worth of democracy and will attempt to instil respect and love for it. The advantages of democracy and the possibilities of its further development will be made so clear that students will be inspired to give their best to the country. The young people will be prepared to meet with courage and intelligence the problems of a war age and those which will come with peace and reconstruction. Loyalty to the country and devotion to the ways of democracy will be built into the lives of the young people who are entrusted to the care of the school. If the school is to be the first line of defense for democracy, it must be a large factor in teaching students how to recognize propaganda and how to seek out the truth. In teaching them how to find the truth and how to be loyal to democratic ideals, the school will prove its worth and ably assist in interpreting true democracy. If the citizens of this nation have no ideals for the preservation of which they would die, then surely despotism and darkness will overcome this Western Hemisphere in the same manner as they threaten Europe today.

How can the school interpret democracy thru its program of activities? A modern school is interested in training in the qualities which go to make up good citizenship. Since "to know" does not always mean "to do," the problem facing the school far outreaches that of imparting facts. It must be concerned with what the individual does as well as with what he knows. If the child is to live in a democracy, he must be taught not only something about that democracy but also how to participate successfully in it.

The question which each democracy must face is how to produce the good citizen. The good citizen must have an opportunity to learn "how to do" instead of being told "what to do." The activities program of the school presents an opportunity for students to carry out the four catchwords of democracy—"Learn! Choose! Serve! Live!" Pupil participation presents an opportunity for training in democratic thinking, feeling, and acting.

In the school's program of activities, the student council offers a splendid opportunity for the school to interpret democracy and to put many of its principles into action. In the council, the students choose representatives who work together under the supervision of faculty sponsors and who act for the student body. In working together, the students are stimulated to develop good social and moral habits, sincerity instead of pretense, sympathy instead of hate, and tolerance instead of bigotry. Such concurrent effort tends to encourage cooperation among the students, the council, and the faculty. Thru such a cooperative spirit, there is developed a tendency to eliminate selfishness and to practice the democratic principles. In learning to accept the will of the majority, it would appear that the students are acquiring the habit of living together in a manner characteristic of good citizenship.

Since citizenship may be thought of as an art of living, it is important to society that its future citizens learn to live together in true democratic fashion. The state invests considerable money and effort in free public edu-

cation in order that the public school may turn out individuals who will be intelligent, worthwhile citizens. The student council, in its many activities, offers a channel for training in this phase of living. In carrying on the activities in the everyday process of their school life, pupils acquire democratic habits of living. They learn to cooperate and to have a spirit of service for the common good.

Service is one of the fundamental principles of life. The average student council considers service so essential that it has a special service committee. In teaching students how to serve, the council is providing the right kind of training for citizenship, because it provides the channel whereby students can do intelligent thinking and learn to do by doing. If this training does no more than to make the student aware of, and alert to, the possibilities of service to others, it will have proved itself to be worthwhile. By placing emphasis on service to others, the council is adopting a positive approach to the problems of the school and to the problems which must be met in society.

If democracy is to persist, people must learn how to live it in the everyday process of life, whether that be in the school, in the realm of business, or in the home. Schools with councils are centers of democratic living because the student council furnishes a form of student organization, whereby students are afforded an additional opportunity for continuous reconstruction of experience. Thru its various committees, the council carries on many activities which enable many students to have the opportunity for additional and more varied experiences. Such training is of great value in helping these future citizens acquire the art of democratic living. They learn to balance the privileges of citizenship with the responsibilities. As they mature and develop, they become living examples and interpreters of the school's program of activities for democratic living.

Another activity which can be used successfully in interpreting democracy is that of the school publications. The school magazine or paper, the school annual, and the handbook which is published by many schools, are valuable mediums for showing by illustrative representation the complete picture of the school. These activities provide a field for cooperative endeavor and for service to others. They present opportunities in leadership which may be grasped by those who possess the ability and desire to prove their worth. They also offer an opportunity to present true information concerning democracy.

The school has an opportunity to interpret democracy thru many other activities. A number of schools are now using the radio for weekly broadcasts. This method of contact is very valuable in any planned public relations program and in the training which the students receive. A better appreciation of the finer things of life is developed; hence, a constructive, critical attitude follows. By means of the broadcasts, the community is drawn closer to the school and its work.

Other activities having value for the training in, and the interpreting of, democracy include the following: physical education and health work, training in history and government, gymnasium demonstrations, musical demonstrations, printed and illustrated reports, demonstrations before service clubs,

forums, clubs, conferences and discussion groups, class plays, movies, essay contests, student journalistic material for the newspapers, and active parent-teacher associations.

The preservation of democracy depends upon the school's ability to find avenues by which the student may be trained to think and act independently. Our forefathers placed their trust in the public schools as the preservers of democracy. We must rise to the challenge and be true to that trust.

THE SCHOOL INTERPRETS DEMOCRACY THRU THE SOCIAL STUDIES

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I assume that we believe democracy to be one of man's greatest inventions; that we are determined to perpetuate it and to improve its operations. Some may contend that democracy is a false creed; that a population which does not understand budgets and deficits cannot be trusted with self-government; that there is no certainty that democracy can function in a highly industrialized and urbanized society. These statements we deny, and until someone demonstrates that on the whole there is some other means by which men may achieve more of the good things of life, we shall build upon the ideals of democracy, while recognizing that we have not completely attained those ideals.

For purposes of this discussion I accept this definition of democracy:

> Democracy is a way of life and social organization which, above all others, is sensitive to the dignity and worth of the individual human personality, affirming the fundamental moral and political equality of all men and recognizing no barriers of race, religion, or circumstance.[1]

It is that way of life attended by representative government, popular ballot, free speech, free press, freedom of conscience and religion, the spirit of free inquiry and scientific research, and the privilege of each to develop his capacities to the highest possible degree. Democracy requires a high degree of social, economic, and political literacy in the entire populace.

The character of an educational program must of necessity be determined by the type of social system which it proposes to assist in perpetuating and building. In spite of a job relatively well done in the past it is incumbent upon us to do much more to interpret democracy to youth, if we are to meet successfully the forces which are threatening our way of life today.

The social studies must shoulder a large share of the school's responsibility in meeting this challenge, but certainly not all of it. Other departments and activities also have their responsibility if a satisfactory job is to be done. At present we are concerned with the task of the social studies.

I shall group my suggestions under the four principal social studies objectives: first, that pupils develop a thoro understanding of the purposes, ideals, and operation of democracy; second, that pupils build for themselves

[1] General Report of the Seminar on "What Is Democracy?" Congress on Education for Democracy, August 1939.

a fundamental and enduring loyalty to its principles; third, that they gain practice in its procedures; and fourth, that they acquire an abiding desire to assume their responsibilities in the perpetuation and improvement of its operation.

We have too often proceeded upon the principle that pupils might acquire the desired understandings of democracy as incidentals to the study of the passage of events or the study of the structure of government. The basic tenets of democracy tended to be lost in the maze of subjectmatter which, altho important and essential to a well-rounded education, obscured for many pupils the real meaning of democracy. On the other hand, teachers of science take a more direct approach when they want pupils to understand certain scientific principles. Subjectmatter and activities are organized specifically to that end.

In attempting to explain or describe democracy, high-school pupils frequently can go no further than to state that "it is government of the people, by the people, and for the people," or "it is a place where you can do as you please." The first statement is a good, partial explanation, but it is only partial; the second is definitely misleading.

In the social studies today there is an increasing acceptance of a statement made recently by the Educational Policies Commission: "The clarification with students of their ideas about democracy may be carried on in many phases of school work. . . . But incidental instruction is not enough. The problem should be met squarely thru the planned program of the course of study." [2]

Subjectmatter and activities should be selected to this end and focused directly upon the desired understandings and concepts. Courses in history, civics, and other social studies should have specific units on topics such as "The American Faith," "The Civil Liberties We Enjoy," "Responsibilities in a Democracy," "The Struggle for Personal and Political Liberty," "The Achievements of Democracy," "Making Democracy Work," "The Defense of Democracy," and "Democracy and Its Competitors." From the stream of history and from the contemporary social, political, and economic scene, there should be selected those incidents and lives of persons which will illustrate the principles and ideals which we are attempting to clarify.

This proposal does not imply that other topics such as the "Industrial Revolution," "Westward Expansion," "The Rise of Labor and Industry," "Imperial Rivalry," "The Functions of Local Government," and "Housing and Civic Beautification" should be eliminated from the curriculum. Nor does it imply that courses in history, civics, economics, sociology, or modern problems be discontinued. In fact, these must be retained if we are to achieve all our objectives in the social studies. All that is proposed is that there be a new emphasis, secured by the revision of certain present courses or units, or by the introduction of certain new units. Within these units pupils should examine their own activities, curriculum and extracurriculum, in order to

[2] National Education Association and American Association of School Administrators, Educational Policies Commission. *Learning the Ways of Democracy*. Washington, D. C.: the Commission, 1940. 486 p.

appreciate the significance of the activities provided to give practice in democratic procedures. This may properly include an evaluation of the life of the school.

Certain of these units on democracy should resolve the term "democracy" into its component elements or principal characteristics: respect for individual human personality, freedom of expression, rule for the majority, settlement of differences by cooperative means. Some of these units should also make extensive use of comparison and contrast of democracy with other forms of social organization—communism, fascism, naziism. As indicated previously, they should utilize historic development, incidents, and personalities.

This study of the meaning of democracy must be realistic. It must include the examination of the achievements and strengths of democracy on one hand and its failures and weaknesses in operation on the other. The achievements of democracy are substantial in all realms—the material, social, and cultural. Among the greatest inventions of mankind must be included trial by jury, parliamentary procedure, and the popular ballot. It is probable that we have not given the accomplishments of democracy their proper emphasis in recent decades. There may be some basis for the statements frequently made by some critics of the schools that before schools expose pupils to the study of the criticisms and defects of democracy, pupils should understand its meaning and appreciate its achievements.

Our confidence is such that, if we balance criticisms with achievements, we need have no fears for democracy. In that line lies our greatest hope. Only in this way can we be truly realistic. We cannot discharge our responsibility in the secondary school if we are deterred by current attacks upon this procedure. Yet we may expect that if 98 percent of a book dealt with achievements and only 2 percent with weaknesses, some one in each community would likely attack us for that 2 percent. We have a responsibility to reveal to the same people who really believe in democracy, the validity and necessity for our balanced consideration of these issues.

Our second objective is that pupils build for themselves a balanced devotion to the principles of democracy. The present emergency may not seriously endanger the present loyalties of many of our school pupils. In fact, our major problem now may be to avoid hysteria and other excesses which sometimes masquerade as patriotism in times of crisis. We must, however, face the possibility that more critical times may be ahead when the expansion of the defense effort decreases; when the men in the military establishments are returned to civilian life; when we may again be faced with unemployment and a staggering load of debt; when readjustments will be required to correct the dislocations in our economic and social life occasioned by our present expansion of new defense industries. That period when our present pupils will be reaching, or will have reached, maturity will provide new tests of loyalty to democratic processes. These tests may be more severe than those of the present. In the words of the Educational Policies Commission, "Whatever lies ahead for America, whether it be in times of ease or difficulty, of peace or war, our country will always need citizens who

understand the ethical ideals of democracy, who are skilful in the application of these ideals, and who are intelligently loyal to them." [3]

In the matter of loyalties we may take a lesson from the dictators, altho we shall certainly wish to avoid the blind type of devotion which they have engendered in their youth.

Two suggestions may be proposed for the social studies. First, the dictators have made their youth feel that they are part of a great movement. We should explore the possibilities in our communities for tasks which young people can perform in community betterment. These projects may be in the form of surveys, work with officials for community beautification, service in social agencies, cooperation with the forces of law and order, and the devising of programs for the building of public morals.

The second suggestion gained from the dictators is that we utilize a greater amount of dramatization and pageantry in our study of democracy. Everyone is impelled to a greater or lesser degree by emotion. If the schools do not provide this in balanced rations a vacuum will result which will be filled by some other force. A large proportion of these dramatizations, pageants, and radio and assembly programs should be planned by pupils themselves and may properly be the natural outgrowth of the units on democracy. Assembly sings may contribute much by way of inspiration; it is an important method for building unity. In these sings the social studies department may cooperate with the music department. Recordings of great radio programs or films on patriotic themes may be used extensively in the study of the proposed units of work.

Our third objective is that pupils gain experience in democratic procedure. Such practice in schools is essential if pupils are to be effective citizens of a democracy. We cannot deny them this opportunity in school and expect them to acquire the necessary skills suddenly upon graduation or when they reach voting age.

Social studies teachers should encourage discussion upon the vital issues. Pupils may learn how to conduct calm, yet sincere and intelligent, discussion in the relatively unbiased atmosphere of the classroom. With proper encouragement and example, they may learn that this is the most satisfying type of discussion; that facts are essential to sound opinions; that hasty conclusions are dangerous; that judgment needs to be suspended but not indefinitely. Such discussions cannot be condemned as forensic displays of ignorant opinion.

Pupils should receive practice in parliamentary procedure in the social studies classroom. The organized class can provide such practice while giving pupils opportunity to assume responsibilities.

Much of the work of democracies is done by committees. Classroom projects involving committee work give practice in truly cooperative undertakings while developing skills which are needed if committees are to perform efficiently. The units on democracy as they are developed should suggest many such projects.

[3] From the Foreword to the pamphlets on Teaching Materials on Defense of Democracy published by the Educational Policies Commission, Washington, D. C., 1941.

Discussion, parliamentary procedure, and committee work are but three of the technics of democracy. The builders of the social studies curriculum should analyze the methods used by democracy to discover still other technics. These, too, should be suggested in the units.

The fourth objective is that pupils acquire an impelling desire to assume their responsibilities. If the other three objectives are achieved, this one may follow. A true understanding of democracy and a devotion to its ideals should do much to inspire a willingness to share in the assumption of duties. We should hope that the practice of democratic living may result in establishment of habits of participation. But it seems necessary that we give special emphasis to the objectives of democracy if we are to enjoy any degree of certainty that this result may be achieved.

The Educational Policies Commission in its book, *Learning the Ways of Democracy,* reported that "of the 90 percent who gave intelligible definitions, over two-thirds defined democracy solely in terms of rights and liberties without reference to the responsibilities entailed. Fewer than one-third gave evidence of awareness that in a democracy citizens have obligations as well as privileges. This condition calls for prompt attention, for personal liberties will not long endure without widespread assumption of civic responsibility." Perhaps this result occurred because, even in the ninety carefully selected schools, too little attention was given to units on democracy.

Our units on democracy should be organized to stress that democracy has been won only thru struggle and sacrifice. An abundance of evidence may be assembled to demonstrate that this has been a continuous struggle; that where there was neglect, losses resulted. We may draw examples from these cases in the past, especially the recent past, where peoples have lost their hard-earned liberties. Pupils are challenged to assume their responsibilities when they discover that there is still much to be done to make democracy function more effectively.

In the consideration of the obligations in a democracy, it seems that we have neglected to emphasize the function of the expert, the authority. In our emphasis upon the idea of equality we may have obscured the fact that democracy too requires and may have good leadership. We may expect to get this leadership, if the people will recognize the need of it, the possibility of obtaining it, and their responsibility in securing it. This involves respect for the expert and for authority, a factor which our people have seemed to disparage. Regard for leadership implies the responsibilities of followership. These considerations should receive proper emphasis in our units on democracy.

FUNDAMENTALS OF A PROGRAM FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

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Since 1920, at least a score of national committees have attempted to set forth the objectives of education. It is significant to point out that health or physical fitness, and recreation or wholesome leisure-time pur-

suits, have been included in every list of objectives which has gained public as well as educational approval.

We have accepted the point of view, at least academically, that no subject or program is basic, core, or fundamental unless that subject or program makes vital contributions to improved living and human happiness. No subject or program is to enjoy this exalted position by divine right. Any program worth offering at all is essential; and from those approved, who knows which ones are of greatest educational value?

While the method for planning subjectmatter areas is significant, it is of greater importance that all members of the staff understand the steps to be taken in arriving at materials to be used. To this end, one plan is suggested: first of all, each principal, with the assistance of his staff and others, determines the goals of education to be sought in the particular school; second, a decision is reached with respect to the areas of activity needed to attain these goals; third, objectives for each area are proposed which show the precise contribution of this area to the total pattern, and these objectives are coordinated with those of other areas; fourth, the selection of subjectmatter comes next, not on the basis of tradition, but rather on the basis of significance and adaptability. Thus subjectmatter is regarded as merely the vehicle which carries the load of the objective.

The discussion this far would seem to indicate the impossibility of setting forth national or state objectives for health and physical education, or for any other program. With the increased emphasis on planning by schools, many persons seriously question the advisability of planning objectives and activities for all the schools within a single district. Perhaps we shall come to believe, if we have not done so already, that the individual school is the largest single unit which may be organized effectively.

Obviously, health, physical education, and recreation serve as an integral part of the school organization. Sometimes the principal regards health, physical education, and recreation as step-children and allows them to develop in whatever direction they will. Some academic teachers, too highly specialized perhaps, continue to support the dualism of mind and body despite all modern evidence to the contrary. Under these conditions, the physical educator, blackballed from the educational fraternity, may turn from the austere classical atmosphere of the classroom and find temporary but usually fickle solace for his athletic program among the downtown coaches. The teacher of modern dance, believing that she must justify her work, may shroud the real outcomes of her program in the palatable but obtuse phrases of creative expression, creative art, or release from residual neuro-muscular hypertension!

The illustrations of athletics and modern dance are purposely selected. We believe wholeheartedly in both of them; both have their places in the high-school curriculum. But the place and extent of athletics and the modern dance is to be determined by the specific contributions which each makes to the complete educational program. The principal and his physical educators have the responsibility of understanding the precise way in which each activity fits into the educational pattern.

Thus far, we have attempted to set the stage by reviewing a few general principles as they apply to the program of health, physical education, and recreation:

1. Fundamentals are built on a foundation of mutual understanding and are fabricated out of mutual confidence and respect.
2. Subjects or programs are to be organized around the living interests of children and adults.
3. An acceptable subject or program must make vital contributions to the pattern of improved living and human happiness.
4. The principal serves as the coordinator of the various programs offered and represents the one person best qualified to effect an articulated program of education within the school.

We have said that the ultimate goal of education is human happiness, and that all programs in the school should be directed toward that end. If our educational theory has been sound, would it not appear that our first concern in education is the perpetuation of those ideals upon which American democracy is founded? Should not the personnel of the school search out the objectives and activities which contribute to this worthy cause, and reconsecrate their efforts to the fulfilment of this national task? What have health, physical education, and recreation to offer?

Some months ago a group of men were seated about a conference table in Washington, D. C. These men had been summoned to propose ways and means of directing education toward national defense. One representative said: "As I view this program of national defense, there are three main problems for the schools and colleges. Other problems are important but not so vital. The main problems are: first, health and physical fitness; second, recreational interests and skills; and third, morale. . . . I am quite sure that national morale is best cultivated thru the development of robust health and recreational interests among youth."

In America, strong, fast ships are being constructed in record time. Military and naval posts have been erected or reconditioned. Airplanes and other fighting equipment are being produced in enormous quantities. Industry, organized and streamlined, must follow the mandates of commanding authority. Most raw materials are available in abundance. Such national resources are relatively easy to marshal to the cause of preserving our democratic form of government.

But, what of our human resources? It is extremely difficult to produce a great nation of citizens who possess health in abundance, whose sinews are toughened to the demands of physical and mental hardships, and in whom have been kindled the ideals of national unity, solidarity, and regard for democratic freedom. These human virtues, altho of paramount importance, cannot be acquired in a few months of intensive training. They represent the fruits of heredity and an environment which boasts of good homes, good schools, good churches, and good government.

Our problem of assuring complete preparedness is greatly complicated by observable weaknesses in the health and physical stamina of our citizens. This problem cannot be solved by clinging to an old curriculum wherein attention is focused only upon academic achievement, notwithstanding the

value of this goal. A new emphasis is demanded. A different viewpoint must prevail.

Any acceptable concept of education must also look beyond military preparedness. Educators must see American life in terms of national peace and social progress, as well as in terms of military strife and wholesale destruction. Wars now raging must end in time, but the need for health, vigor, patriotism, and belief in democratic ideals will survive. The human virtues of physical courage, stamina, endurance, cooperation, and faith in our leaders are desirable traits for peace as well as for war, for women as well as for men.

During and immediately after the First World War, laws were passed in thirty-six states providing for school instruction in health and physical education. Almost universally these laws have not been obeyed. Reasons for this failure are many. Frequently, school administrators, altho giving vocal allegiance to the need for educating the "whole child," have followed the educational pattern of tradition and supported intellectual pursuits. Opposition has been expressed by taxpayers who either relegate such matters to fond but oftentimes unqualified parents in the home, or regard physical stamina, endurance, and recreational interests as unworthy of educational prominence. Certain medical and recreational groups outside the school have viewed with alarm the attempts made by the school to provide adequately for health protection and the practice of leisure-time skills.

The present world crisis calls for a renewed, if not new, emphasis on physical fitness. Numerous colleges recently have applied for Reserve Officer Training Corps units. The number of Junior Reserve Officer Training Corps units in our public high schools has been increased but slightly only because military authorities have refused to release properly trained military personnel for this work. The National Committee on Defense, sponsored jointly by the National Education Association and the American Council on Education, is planning, as part of its educational program, ways of insuring better health and physical fitness. State departments of education have organized special committees to study the problem of increasing strength and endurance among boys and girls attending the public schools. Several colleges have extended their programs of health and physical education, requiring all students to devote at least one hour per day, four days a week, to body building and conditioning activities. The College Directors Society has prepared suggestions for a program of health and physical education which aims to improve the strength and stamina of college men. Several boards of education have established school camps as a regular part of the school program. The American Association for Health, Physical Education, and Recreation—a department of the National Education Association—has a bill before Congress which, if passed, will provide funds to be distributed among local boards of education for the promotion of health education, physical education, recreation, and school camps.

An adequate program of health, physical education, and recreation will include:

1. Provisions for a complete health examination for all students with a psychiatric examination if necessary, each community to decide whether these examinations can best be given by the family physician and dentist, board of health personnel, or by physicians and dentists employed by the school. Controversy exists at present relative to the allocation of this responsibility. Under our present methods, which largely delegate health care to the individual and his family, it seems reasonable to propose that the health examination of school children be the responsibility of the family physician and dentist. Indigent cases, determined by the authorized social welfare agencies in the community and not by the schools, should be guided by the agency to an appropriate place for the examination. The school's responsibility here is to encourage children and parents to follow the program outlined by the authorized welfare agency, or to go to their family physician and dentist.

2. Provisions for an adequate followup program which emphasizes student, parental, and community responsibility in surgical relief, medical and dental care to insure a high degree of physical welfare. It is doubtful if public-school funds ever should be used for the correction of defects or for treatment. Present methods indicate that these matters are functions to be assumed by the family in cooperation with the family physician and dentist, or by the family in cooperation with the authorized welfare agency mentioned above. The school's responsibility here is to build public opinion so that adequate treatment will be made available for everyone.

3. Provisions for a healthful school environment, such as optimal conditions with respect to ventilation, heating, lighting, furniture, lavatory facilities, rest rooms, discipline, and arrangement of the school day to avoid fatigue and to engender proper habits of work and play. The school environment is the complete responsibility of the school authorities.

4. Instruction in public health, including the prevention of communicable disease, vaccines, serum, and antitoxin therapy.

5. Instruction in the minimum essentials of diet and nutrition; personal cleanliness; daily elimination; the deleterious effects of alcohol, tobacco, and narcotics; the desirable effects of exercises of speed, endurance, and strength upon the circulatory, respiratory, muscular, digestive, endocrine, and nervous systems of the body; the proper care of the eyes, ears, nose, throat, skin, and other organs; the essentials of mental hygiene; and the importance of desirable boy and girl relationships.

6. Instruction and practice in safety education, including first aid to the injured.

7. Instruction and practice in a wide variety of physical activities within the "ability-to-succeed" range of participants that will insure strength, poise, good posture, physical fitness, and pride in personal appearance and performance. Such instruction may be given in the gymnasiums, swimming pools, playgrounds, athletic fields, and in summer camps conducted by schools.

To strengthen the programs of health, physical education, and recreation, some communities will need better equipment and facilities. In others, improvement in personnel is indicated. Most programs will require increased financial support and time allotment.

Within the school there must be coordination of efforts. The superintendent and principal will pave the way by effective administrative policies and procedures. All specialists in the school, such as nurses, dental hygienists, nutritionists, health teachers, science teachers, personnel in household arts and sciences, physical instructors, and athletic coaches, will assume greater responsibilities in their respective fields.

The success of this undertaking does not rest entirely with school people. Parents, government officials, and the general public must be advised of the needs and progress of the educational program, their cooperation enlisted, and their support obtained.

ADMINISTERING A WORTHWHILE PROGRAM OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

OSCAR Y. GAMEL, PRINCIPAL, CHESTNUT JUNIOR HIGH SCHOOL, SPRINGFIELD, MASS.

Since each school differs in the health needs of pupils and teachers, no one prescription for a program can be made. My aim will be to discuss general principles illustrated with examples of practice which may be helpful.

It would seem that the logical procedure to be followed in organizing and administering a comprehensive program would be (a) to organize the entire school staff in finding out the health status of the pupils and of the teachers, (b) to determine the in-school and out-of-school living and work habits of pupils and teachers, and (c) to outline a systematic program for improvement. The kind of program developed will vary from school to school, and only general suggestions can be given.

One of the first problems faced by the staff is to see that each pupil is given as complete an examination as facilities and resources will permit. Adequate expert examining service is not available in most public schools, yet no child should begin his program until his health status—physical and psychological—has been as adequately determined as possible. The time schedule of the school should make allowance for this important step. We cannot justify our present practice of starting "with a bang" the first day of school. Such a procedure denies the importance of making a careful inventory of needs, a step which is an essential part of all good teaching, building, and medical practice.

Furthermore, the organization and administration of a school program should take the teacher's health status and needs into consideration. Just as the teacher has the responsibility of studying his group of pupils before beginning the teaching process, so the administrator has the responsibility of studying the needs of his staff before the program gets under way.

In the case of both the pupils and teachers, the process of diagnosis should be a continuous one and should include (a) a complete physical examination at the beginning of the schoolyear and preferably at the close also; (b) as accurate a measure as instruments permit of social maturity, chiefly in regard to personal habits and social relationships and including both in-school and out-of-school activities; and (c) an inventory of both in-school and out-of-school interests and activities.

Because such cross-sectional studies are limited in value, cumulative records should be developed in order that a historical record of each pupil and teacher could be obtained.

A second inventory should be made of school and community resources of an institutional and material nature. This should include all aspects of the environmental conditions. Included would be such items as amount, quality, and location of play space; such recreational facilities as libraries, clubs, swimming facilities, hiking possibilities, camps, movies; the living conditions in the home; and provisions for traffic safety. Within the school, the advantages and disadvantages of classroom equipment, ventilation, heat

and illumination, gymnasiums and playgrounds, locker and shower-room facilities, and provisions for school lunch should be evaluated.

Once a school has determined by such a thorogoing analysis the health, physical education, and recreation needs of its pupils and teachers, the real work can proceed. As has been pointed out by Mort in his studies of adaptability, the innovation of a new practice is a long drawn out process dependent for speed mainly on the level of expectancy of the community and of its leaders. We well know that the solution of the problems which we find in our schools is going to be made more slowly than we should like.

Assuming that the diagnosis of needs has shown the importance of an expanded emphasis on health, physical education, and recreation, the administrator will be concerned with problems such as:

What portion of the school day is to be used in such activities?
How can the school best be organized to promote health?
How can the coordination of teachers' efforts in the interests of better health for pupils and teachers best be achieved?
What is the responsibility of the school for the out-of-school activities of pupils?
What facilities need to be and can be added and which should be eliminated?
What role is the school to play in the nutrition of pupils?
How shall home and school work together in the interests of child health?

We should anticipate eventually devoting at least one-fourth of the time which the child spends in school to activities for the promotion of better health thru better habits of personal and group living. In moving toward this distribution of time, we shall be concerned with the problem of what to eliminate from the program. Since only about one-twelfth of the child's time is now concerned with studies and activities devoted to health, physical education, and recreation, it would seem necessary to eliminate one or more of the conventional studies now pursued by pupils, but this need not necessarily follow since there is no valid reason why each teacher could not spend a considerable portion of time in the use of factual materials which pupils need to learn in their health course. For instance, the English teacher could as well as not teach reading and grammar with the use of health materials. The homeroom teacher, often at a loss for worthwhile activities, might well spend part of the time in analyzing how well each pupil spends his time, energy, and other resources and in making a systematic effort to help him improve. I recall a significant undertaking of this kind in which the boys and girls with the guidance of their teacher prepared letters to their parents outlining the places where their own programs needed improvement in the light of what they had been studying and asked their parents' help. An enthusiastic response was received from most of the parents, and nearly every member of the homeroom group improved his sleeping, eating, studying, and leisure-time habits.

Were this or a similar approach followed thruout the school career of each boy and girl we should need have no qualms as to the value of the time spent in the homeroom. On the contrary, the homeroom would come to be regarded as a sort of foster home for the pupil, from which all his school activities would radiate, and in which a master teacher would help him to achieve those habits and attitudes so essential to his well-being.

Sooner or later, we shall find it desirable to so organize our upper schools that some one person will stand in the same relationship to pupils as does the elementary teacher in undepartmentalized schools. With such a teacher the specialists in crafts, in expression, and in health and physical education activities would work in close relationship in the interests of boys and girls, not primarily in the interest of subjectmatter mastery or conformity to an adult conceived pattern. I decry the bell system of production-line education which chops up the day of the pupils and the teachers into so many segments. We should so organize our school programs that periods are sufficiently long to permit unhurried, systematic, completion of learning activities. Part of the time now consumed in passing from room to room could better be spent in rest periods or in relaxing activities.

One of the important administrative problems is that of coordinating teachers' efforts in the interests of pupil welfare. In an organization such as that proposed, the homeroom teacher would act as the coordinator. His primary function would be that of looking after the welfare and progress of the pupils committed to his care. His secondary function would be the teaching of subjectmatter to other homeroom groups. Periodic planning conferences and individual interviews with pupils and specialists would be necessary in order to discharge his coordinator responsibilities. The cumulative record of growth mentioned earlier would be at his disposal and he would be responsible for keeping it up to date.

Increasing concern is being manifested for the out-of-school activity of children and youth. In more and more cases both parents are working, thus leaving unsupervised the leisure-time activity of children. Any analysis of the way pupils spend the hours out of school and during the summer months would reveal a serious problem. Significant work has been done in the matter of supervised play activities. In some sections camping programs have been developed, and a few schools have expanded their activities beyond the usual closing time, but by and large our boys and girls do not receive much help from adults in their use of leisure time, much of which is spent in activities neither creative nor recreative.

A closer relationship with the home is needed in order that parents, unable or unwilling to give adequate supervision, may work with the school in seeing to it that such supervision is exercised by the school or some other equally responsible agency. No community can afford to have its children spending a substantial portion of their out-of-school time in unsupervised and aimless activity. When and if the time comes that we can free a greater part of such teachers as the homeroom teacher mentioned earlier for such work with the home and when we are able to assign specialists to work with children in their out-of-school time—then and only then will we begin to approach the ideal of having the full time of every boy and girl spent under sympathetic supervision.

Until comparatively recent years the school assumed little responsibility for helping boys and girls establish a wholesome relationship with the opposite sex. On the contrary, many schools attempted to retard or prevent this most important growth process. Some still operate under such archaic mis-

apprehensions, but most schools are realizing that youngsters need help in making happy adjustments. To that end, an increasing number are providing the knowledge and activities which boys and girls need in order to grow up normally. Programs designed to perform this function should be carried on in close relationship with the home, with such activities as dancing, mixed games, and out-of-school recreational pursuits planned for the boys and girls when they have reached the point in their maturation when they are ready for them. Under no circumstances, however, should pressure be placed on either boys or girls to participate. In the later years of school, more wholesome activities should be developed and carried into after-school life.

Many of our people, despite the wealth and productivity of the country, are malnourished. The reasons for this vary in different groups, some being malnourished because of inability to secure food, some because of poor habits of food selection, others because the processing of food has removed certain elements vital to adequate nutrition.

The function of the school in the matter of nutrition is still in doubt. Few public schools have assumed full responsibility for providing an adequate noon meal for all children. All schools give instruction in dietary information and most teachers confer with pupils about their eating habits.

In recent years, lunch projects carried on by the federal government in collaboration with local public schools have provided well-balanced noon meals for large numbers of children. These projects have served to put a different complexion on the question of providing lunches at public expense. That the children have benefited from them, there can be little doubt. However, I am inclined to feel that wherever possible the home should provide the food which children eat in school and the school in turn should make every effort to provide the children and parents with the information necessary to provide the best meal with the least outlay.

Most schools do a poor job when it comes to developing correct table manners and habits of personal cleanliness in the lunchroom. We constantly exhort the child to follow the accepted rules of etiquette, and we stress the importance of neatness and cleanliness at table, yet in few schools are there adequate provisions for the practice of these things. We have yet to learn how to make full use of the school cafeteria as a learning situation. Provision in our program for having teachers, presiding as hostesses, dine with groups of pupils, would correct this situation.

By the pressure of events in other parts of the world and by our concern for the continued happiness and well-being of our country, we are committed to building a stronger America. As we go about building the program for doing this, it is well that we recall the words of Woodrow Wilson, "We shall deal with our economic system as it is and as it may be modified, not as it might be if we had a clean sheet of paper to write upon, and step by step we shall make it what it ought to be." I believe that public-school administrators and teachers, supported loyally by the great mass of parents, will see to it that, step by step, the present program will be so revised, and thereby the living habits of boys and girls so changed, that a stronger and stronger America will emerge.

National Association of Teachers of Speech

HISTORICAL NOTE

THE NATIONAL ASSOCIATION OF TEACHERS OF SPEECH *was organized in 1914 by a small group of teachers of speech. In 1939 the Association became a department of the National Education Association. The Association publishes the* QUARTERLY JOURNAL OF SPEECH *founded in 1915; the* SPEECH MONOGRAPH *issued annually since 1934; and the* NATIONAL DIRECTORY OF TEACHERS OF SPEECH *issued annually since 1935.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *W. Hayes Yeager, Professor of Speech and Head of the Department, George Washington University, Washington, D. C.;* FIRST VICEPRESIDENT, *Claude M. Wise, Professor of Speech and Head of the Department, Louisiana State University, University, La.;* SECOND VICEPRESIDENT, *Elwood Murray, Professor of Speech and Head of the Department, University of Denver, Denver, Colo.;* EXECUTIVE SECRETARY-TREASURER, *Rupert L. Cortright, Professor of Speech, Wayne University, Detroit, Mich.;* EDITOR, QUARTERLY, *Giles W. Gray, Professor of Speech, Louisiana State University, University, La.;* EDITOR, SPEECH MONOGRAPHS, *Clarence T. Simon, Professor of Speech and Assistant, Dean of School of Speech, Northwestern University, Evanston, Ill.;* CHAIRMAN, COMMITTEE ON RELATIONS WITH NEA, *Lee Norvelle, Professor of Speech and Head of Speech Division, Indiana University, Bloomington, Ind.*

BOSTON MEETING

THE ADMINISTRATOR AND SPEECH—A SYMPOSIUM

JOHN W. CHAPMAN, SUPERVISOR OF PUBLICATION, NEW ENGLAND TELEPHONE AND TELEGRAPH COMPANY, BOSTON, MASS.

IN DISCHARGING the responsibility of obtaining results with expedition and at reasonable cost, the administrator must coordinate elements and secure the cooperation of workers. One of the most important means of accomplishing this is thru the power of speech, which conveys not only ideas and information but also attitudes.

All people in any group are "weavers of speech." It is important that the administrator, because of his association with subordinates, clients, and associates, weave his threads of speech into an oral fabric of the best quality. By high standards of lucidness, brevity, and accuracy he should show the way to eliminate misunderstandings and mistakes. He must also insist upon effective and pleasing speech from all in the organization, especially those who deal with the public, for speech can affect the volume of business.

The aim of the Telephone Company is to develop pleasing voices and strengthen the speech fabric. Our goal is to try to have everyone develop good diction and expressive and concise speech which leaves no room for disagreeable misunderstandings and costly mistakes.

HERMAN J. BROWE, FIRST ASSISTANT SUPERINTENDENT OF SCHOOLS, DETROIT, MICH.

In Detroit, the schools are modeled upon the 6-3-3 plan. "Modeled" is the term because lack of sufficient funds makes perfection of the system impossible. Of course, in so large a city the speech of the students in the many schools is varied. In one school, in what might be termed the better section of the city, the ability of the children in oral interpretation was stimulated by a series of contests. At first the speeches were written and memorized, but the students were soon able to speak extemporaneously with considerable ease.

Gradually, more attention has been focused upon the speech situation in the city. Perhaps the inability of persons taking out citizenship cards to speak intelligible English has strengthened the conviction that something ought to be done for speech in the city schools.

Since speech is learned thru imitation, teachers should have good speech; they should hear well; and they should be discriminating in their evaluation of the speech of pupils. In a school program, developmental speech may be handled by regular classroom teachers, but the corrective phase must be cared for by specialists. To meet the needs, teachers must receive training in studying the special needs of students, witness good demonstrations, and participate in many speech courses.

Surely the need in this field is great, but the kind and amount of speech training the pupils receive rest entirely with the school administrator.

LAURENCE S. CHASE, SUPERINTENDENT, ESSEX COUNTY SCHOOLS, NEWARK, N. J.

The public-school administrator in the consideration of a changing emphasis for a subject or activity in his school or school system has to give thought to many considerations:

1. Has the subject been approved by the local board of education? I believe that administrators are, in general, unwise to slip subjects in without official backing.
2. Has the subject been sold to the community, the boys and girls, and parents? Has there been a campaign by any local group or school or lay body to create a demand for the goods?
3. Has it the approval and support of the state department of education, county organization, or whatever policy-making department may be over the local school authorities?
4. Is there available a course of study or any well-organized body of teaching material, with clear-cut objectives and possible activities with a helpful bibliography, which gives the proposed course reality rather than remaining a figment of the imagination? There will be difference of opinion on this issue. If the area of work is to be solely with individuals and of a corrective nature, then that may restrict the need for a course of study.
5. Is the new proposed course or emphasis vital to the school in realizing its objectives?
6. Has the new subject been thru a period of experimentation as extracurriculum or part-time activity locally?
7. Does the course have a place in the curriculums of well-known progressive or experimental schools? This may not be necessary but it lends support to the new venture.
8. Are well-trained teachers available and are special requirements set up for training so that teacher-training institutions are at work in the field?
9. Have the teachers in the field become organized?
10. Does the subject or program command the attention of educational literature and educational leaders?

Perhaps principle number 11 might be, "Get the help of the administrator." For even tho specialists in the field of speech demonstrate the attainment of the ten points enumerated, their efforts will avail little until a considerable group of administrators are ready to lend a hand.

If the objectives of education are accepted as self-realization, social competence, civic responsibility, and economic efficiency, certainly provision should be made for teaching speech in secondary and elementary schools.

My last suggestion to the administrator is to make possible free speech in our classrooms. In our efforts to maintain discipline in school and an autocratic control in classrooms, free discussion and free speech give way to repression and monosyllables.

Let us then in these days when democracy is at the crossroads encourage one of its fundamentals—speech, free and clear.

MAGDALENE KRAMER, ACTING CHAIRMAN, SPEECH DEPARTMENT, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

Altho in the past twenty years rapid gains have been made in the teaching of speech, and speech education is recognized as an academic subject based upon sound scientific and educational principles, making it a part of the curriculum of our public schools has been greatly retarded.

Speech courses have been given in colleges and in secondary schools, particularly in the midwest, but to be truly effective a speech program should be organized on all levels of education.

In the elementary school particularly, speech should receive serious attention. First, speech is an integral part of the child's general development and every effort should be made to see that he learns speech technics at an early age. Second, speech is essential for social adjustment. It is a part of everyday life and living. Certainly, if time allotted to a subject is in proportion to the amount of use made of it in life situations, there can be no question about providing time for speech education. Third, skill in speech is basic to other skills. Leaders in the areas of remedial reading and spelling have agreed that faults in these subjects are frequently caused by speech defects.

The elementary classroom teacher should present to the children a model of speech worthy of imitation and be able to correct minor defects in the children's speech. He should also be able to direct the speech activities—dramatics, storytelling, oral reading, oral reports, conversation, and discussion—so that the children will develop good voice and speech; direct, simple communication; accurate pronunciation and articulation; correct choice of words; cooperative action; and creative and appreciative powers.

Serious speech defects should be treated by a speech specialist, who would supervise classroom methods and give the classroom teacher assistance in the selection and organization of materials.

In the secondary schools, whether they be junior high, departmentalized, or high schools with the core curriculum, specialized programs to fit the needs of the pupils should be provided. These courses should receive academic credit as do other high-school courses.

No matter what the program, a special teacher of speech is essential, if the training is put on a sound basis.

A WORKABLE SPEECH PROGRAM FOR SECONDARY SCHOOLS

MRS. ELIZABETH A. DOURIS, NEW UTRECHT HIGH SCHOOL, NEW YORK, N. Y.

Providing adequate training in the three aspects of speech and in the speech arts would make an ideal program. The study of communication—and this is speech education—might be the core of a unified curriculum. Thru speech laboratories and classes, the speech department would be the helper of all departments. Just as the librarians now help guide the pupil in research, so the teachers of speech should train them in the composition and delivery of the message for which the research was made.

A minimum speech program should consist of: (a) at least one term of required work five days a week, under a specially trained teacher; (b) provision for treating those with speech defects by trained clinicians; and (c) some allowance for work with the gifted, provided the work carries with it the opportunity for training the entire school population in taste and discrimination in the speech arts.

The first requirement usually includes the fundamental skills of correct speech and the application of these skills to one or more of the speech arts. Recommendations for meeting additional speech needs are based upon the work of this course.

The materials of speech training can be classified under three groups or aspects of the subject: (1) the phonetic aspect which includes (a) the habituation of the correct muscular coordination for vocalization and articulation of the sounds of the language in connected speech, (b) the automatizing of all these coordinations in order that there will be no undue awareness of the processes involved to interfere with thought transmission, the primary purpose of speech, (c) conformity to the conventional standards of pronunciation and melodic pattern; (2) the social aspect which includes (a) an awareness of power of expression, (b) the desire to communicate, (c) skill in sensing the mood and reaction of the audience, (d) the sense of social responsibility for the proper use of speech and a growing awareness of speech potency as a force for good or evil in the world; and (3) the semantic aspect including (a) the acquisition of ideas thru reading and research, a sort of amassing of speech capital, (b) the arrangement of material into thought sequences in a manner that will accomplish the purpose of the specific situation, (c) the choice of words and the fashioning of sentences. This phase of education for communication is taken care of in the usual procedures of the English class.

SPEECH—ITS SIGNIFICANCE IN EDUCATION

JAMES F. BENDER, CHAIRMAN, SPEECH DEPARTMENT, QUEENS COLLEGE, NEW YORK, N. Y.

"To possess a right means not only that it exists but that it can be practiced. Freedom of speech is present only when a people can speak forcefully and at will. 'Free speech' becomes a myth if a citizenry has the desire but not the ability to express its ideas. Such a society is ripe for the mute acceptance of falsehood. The ability of all men to speak well relieves the despotism of the persuasive few. It is a primary obligation of speech education to train future citizens to defend these rights." [1]

The teacher of speech can aid in the attainment of the objectives of democratic speech education by helping each student:

1. To hear himself as others hear him
2. To use good, clear American speech sounds
3. To increase his immediate memory span for oral words, so that he will be a better listener
4. To use words with as much semantic awareness as possible
5. To exercise his *considered* speech in discussion and other speech activities
6. To value highly and to use daily kindly speech.

[1] Quoted from *Speech in College and Life* by the members of the Department of Speech of Queens College and published by the Pitman Publishing Corporation.

SPEECH—ITS SIGNIFICANCE IN EDUCATION

HARRY J. HELTMAN, DIRECTOR OF SPEECH DEPARTMENT, SYRACUSE UNIVERSITY, SYRACUSE, N. Y.

The fundamental business of public education in the United States is to train youth for optimum participation in the democratic process. Youth must be brought to a position of social competence; they must be able to earn their own living. Youth must also be brought to a position of civic competence, then must willingly and intelligently exercise the privileges of and assume the responsibilities of citizenship.

How does speech function in these responsibilities of education?

Men and women, successful in obtaining positions in railroading, business, education, politics, for which they have spent years in preparation, have lost them because of defective speech or voices or because of speech so poor as to furnish ineffectual means of communication. Speech education could have saved these unfortunate citizens.

The participation of the individual in community activities, local as well as state and national, is specific evidence of his civic competence. What can better prepare youth for this than group discussion—a cooperative enterprise which furnishes the only proved method for intelligent and rational solution of community, social, economic, and political problems?

Surely speech in its many phases plays a vital role in preparing youth to earn their living and take their civic place in the democracy of the United States.

INFLUENCE OF DRAMATICS UPON THE ELEMENTARY-SCHOOL PUPIL

JANE FEREBEL, BRONXVILLE ELEMENTARY SCHOOL, BRONXVILLE, N. Y.

For five years in an elementary school in Bronxville, three teachers have collaborated closely in evolving a pattern of the changes that come during the early school years and have sifted out what seems to them significant, both in the values of dramatic experience and in the technics that promote it.

The children give innumerable plays derived from stories or made up in their own heads. At first, probably 99 percent of them are not good so that the "No Visitor" sign appears on the door. Despite the quality of production, times without number these dramatic experiences work almost miraculous changes in individual personality or character of the children.

In the first grade, the teachers have encouraged abundant dramatic free play and then watched and abetted the transition to simple dramatizations given for an audience. In this step, the teacher plays an active role. In the second and third grades, those things begun are followed thru with more elaboration and with growing power. In the fourth grade, a significant change takes place. Heretofore, the actors have used the plays almost wholly for their own pleasure but now the part of the audience as a crucial factor in shaping the play is recognized. Soon comes the time when the production

is tried out on the big stage which demands a change in all technics—these are discovered by the children themselves.

This activity, dramatics, seems one of the most potent forces in developing the color and power and individuality of the child person.

INFLUENCE OF DRAMATIC TRAINING UPON STUDENT DEVELOPMENT

KATHLEEN E. TORSEY, AUBURN, MAINE

It was Mrs. Howard who, toward the close of the third act of "Reflected Glory," remarked, "You know, I'm probably the one woman in the world who never thought she should have been an actress."

There are in high school many students who agree with her, but it is amazing the candidates who appear at my high-school try-outs: studious, untalented ones; brilliant, lazy ones; talented, uncooperative ones. Pupil interest in dramatics is most apparent.

Parents, principals, even superintendents ask, "What good does the development of the ability to act do the average boy or girl in high school?" My answer is: "Of what use in business is a convincing sales talk?" "Why do members of the clergy use in their sermons the dramatic style?" "Why does a teacher need to be something of an actress?" "Is not all the world a stage?"

To play his part in this world, every individual needs to develop clear speech, a pleasing voice, and a personality which carries across the footlights. If a student actor is guided aright in dramatization, he will become interested in people; he will learn the technic of listening; he will become a keener observer of the life about him; he will search for the inner pulse of the world as he meets it.

PRODUCTION OF CLASSIC PLAYS

RALPH PENDLETON, WESLEYAN UNIVERSITY, MIDDLETOWN, CONN.

"Classics" is here used in the loose sense of applying to all the great plays of the past, but "production" is used in a specific sense. It is a presentation of the play by costumed actors on a stage equipped with modern scenery and lighting before an audience composed not of specialists but of the ordinary people who attend a school or college dramatic performance in the hope of being entertained for an evening.

But because every audience since theater began has gone to the theater primarily to be entertained, it does not follow that they are alike in all respects. The modern audience before coming to the theater has done a number of things no Elizabethan ever thought of doing. No person on earth can enable a twentieth-century audience to be anything but a twentieth-century audience.

For this reason, I exclude from the classics I present all productions which attempt to reproduce as accurately as possible the stage conditions of the play's original performance. Any great play gains rather than loses by a

production which employs subtly and sympathetically all the available resources of the modern theater.

There is no reason which makes sense to me for producing a play simply because it is old or is the work of a great writer. There are plays by Shakespeare, Ben Jonson, Plautus, Aristophanes, and other great dramatists of our classic group, the production of which I should regard as a sheer waste of time. Whatever its value in the library, the classic play which is not great in production by reason of the eloquence and excitement it brings to the modern mind is not worth producing for a modern audience.

USE OF INTERPRETATION AS THERAPY

KATHRYN MULHOLLAND, BROOKLYN COLLEGE, BROOKLYN, N. Y.

In the normal classroom situation at Brooklyn College, the common speech faults are dorsals; lack of tongue and breath controls due to work being done in ortho-dentistry; malocclusions; throat strain or undue prolongation and overvitalization of the sound. There is the mysterious group of so-called lispers where the malady seems to come and go, due to emotional shock or strain, fatigue, self-consciousness, inhibitions, frustrations, repressions, or perhaps simple carelessness.

In all these cases, instructions and exercises are given for the correct tongue and breath controls and the kinesthetic approach is never minimized in the attempt to overcome the difficulty. However, the use of interpretations—oral reading—as therapy in the cases is highly essential. The material must be that which will involve sound thinking as well as imaginative and emotional meaning. The reader must share his deep and satisfying understanding of the meaning generously with others. Physical and emotional behavior can be helped by the use of interpretation, especially that of poetry.

The therapy of interpretation may help to build a creative attitude toward life and provide a freeing and use of all a person's powers.

SING YOUR WAY TO BETTER SPEECH FOR RELEASING TENSIONS

GERTRUDE WALSH, COLLEGE OF MT. ST. VINCENT, NEW YORK, N. Y.

"Sing Your Way to Better Speech" was inspired by my effort to improve the speech of my students. It stresses the value of singing as a preliminary step for tension release in all speech correction.

Since speech is not a question of lip and tongue movement alone, but involves the whole organism—mental, emotional, and physical—we should not think exclusively of the defect in eradicating any speech disorder, but rather consider the individual as a total being whose parts should function with harmonious coordination. The singing method is based on the principle that any joyous activity helps to release tension of the entire organism, to induce muscle expansion and fuller breathing. Singing jingles produces an atmosphere of cheer which is conducive to arousing and sustaining interests in speech drills; releasing tensions, mental and physical; muscle response, breathing, tone production, and speech sounds.

Of course, the singing method is not a cure-all. With the aid of the dentist, the orthodontist, and the oral surgeon, however, great strides are being made in the speech remedial field.

THE PROBLEM OF LISPING

J. CORBIN PENNINGTON, COLLEGE OF THE CITY OF NEW YORK, NEW YORK, N. Y.

What a problem lisping is to the teachers of speech! Many laymen think of the substitution of *th* for *s* the only form of lisping. On the contrary, this classification of speech defects includes many substitutions other than the *th* for *s*. There is the *d* for *th* which occurs so frequently in the speech of young folks today. Then a clinician encounters cases of foreign accent which demand much time and patience on the part of the teacher during correction.

The careful selection of material for practice is important. This has great influence upon the proper motivation of a student in his desire to eradicate errors from his speech. It also facilitates elimination of the defect.

The correction of lisping means much to pupils who are ambitious to make a creditable appearance and to speak effectively.

SPEECH TRAINING WITH THE CEREBRAL PALSY CHILD

BEATRICE L. SMITH, NEWINGTON, CONN.

What is cerebral palsy? Cerebral palsy indicates a lesion in the brain showing poor coordination and exaggerated movements as in athetosis, one muscle superimposed upon the other causing a wave-like motion, and as in spasticity, one muscle in opposition to the other.

In athetosis, the lesion is of a subcortical or extrapyramidal origin which never results in complete loss of power. This patient has much facial involvement and continual grimaces and drooling. However, this does not indicate that there is little intelligence. If the intelligence is not low, much can be done for this patient. The speech therapist must at all times be familiar with the history of the case and work in close cooperation with the physician.

In spasticity, there is disease of the cortico-spinal or pyramidal tracts, resulting in loss of motor power of voluntary nature and with an increased reflex tonus and decided exaggeration of the deep reflexes. With this type patient, contractures are apt to occur and it is important to be on the alert as to the child's positions thruout the day, changing his position as often as possible and introducing splints, back-supports, and arm-rests to assure direct aid to muscles involved. Treatment is long and tedious, but amazing improvement results.

It is important for all people to know that these victims are not to be looked upon with scorn but should receive the sincere understanding of all intelligent people, that their condition is on a muscular basis and not on a mental deficiency basis. The cerebral palsy child has a right to an education.

National Council for the Social Studies

HISTORICAL NOTE

THE NATIONAL COUNCIL FOR THE SOCIAL STUDIES *was organized in 1921. It was made a Department of the National Education Association by the Board of Directors at the Indianapolis meeting of the Association in 1925. In 1939 it was incorporated under the laws of the state of Illinois. The headquarters office was established in the headquarters building of the National Education Association in Washington in June 1940, at which time its first executive secretary assumed his duties.*

Presidents of the National Council for the Social Studies have been: A. E. McKinley, 1921; L. C. Marshall, 1922; W. H. Hathaway, 1923; T. J. McCormack, 1924; H. C. Hill, 1925; Bessie Pierce, 1926; J. M. Gambrill, 1927; A. C. Krey, 1928; A. C. Krey, 1929; Edgar Dawson, 1930; R. M. Tryon, 1931; D. S. Morgan, 1932; W. G. Kimmel, 1933; H. E. Wilson, 1934; E. B. Wesley, 1935; R. O. Hughes, 1936; Elmer Ellis, 1937; C. C. Barnes, 1938; Ruth West, 1939; H. R. Anderson, 1940.

The officers for the year 1941 are: PRESIDENT, *Fremont P. Wirth, George Peabody College for Teachers;* FIRST VICEPRESIDENT, *Roy A. Price, Syracuse University;* SECOND VICEPRESIDENT, *Allen Y. King, Cleveland Public Schools;* EXECUTIVE SECRETARY, *Wilbur F. Murra, 1201 Sixteenth Street, N. W., Washington, D. C.;* EDITOR OF SOCIAL EDUCATION, *Erling M. Hunt, Columbia University;* ELECTED DIRECTORS, *Nelle E. Bowman, Tulsa Public Schools; Robert E. Keohane, University of Chicago; I. James Quillen, Stanford University; Ethel M. Ray, Terre Haute Public Schools; Edgar B. Wesley, University of Minnesota; Howard B. Wilder, Melrose Public Schools.*

The official journal of the Council was the HISTORICAL OUTLOOK *from 1921 thru 1933; the* SOCIAL STUDIES *from 1934 thru 1936; and has been* SOCIAL EDUCATION *since January 1937. Sixteen bulletins, eleven yearbooks, and two books in a new Curriculum Series have been published to date. Annual dues of $3, payable to the executive secretary, entitle each member to receive the official journal (issued monthly, October thru May), the yearbook, and two or more bulletins.*

THE NATIONAL EMERGENCY—WHAT SHALL WE DO?[1]

HOWARD R. ANDERSON, ASSOCIATE PROFESSOR OF EDUCATION, CORNELL UNIVERSITY, ITHACA, N. Y.

WE WHO ARE MEMBERS of the National Council are proud to be teachers of the social studies. We realize the great responsibilities which are ours. We cherish the democratic way of life and we seek to develop in youth an appreciation of the American heritage, an understanding of democratic processes, an abiding loyalty to American institutions, and a will to work and sacrifice that this nation may endure. The great challenge to the National Council this year can be briefly stated: How can teachers of the social studies best help American youth prepare themselves to live the democratic way of life?

In any period of emergency there are selfish persons who put personal or group interest ahead of the common good. There are still others whose zeal for the common good clouds their judgment. Both groups are likely to be highly vocal in their efforts to reach and influence the people. If you keep these facts in mind you will understand why in recent months many persons and groups have criticized the schools and have attacked teachers of the social studies for failing to teach democracy.

Let us recognize the selfish motivation behind some of these attacks. There are in this country persons and interests that oppose the present program of free and public education. Sometimes their hostility springs from a hearty dislike of a tax program based on the capacity to pay. Sometimes it reflects a selfish interest in perpetuating mass ignorance.

Before any effort looking toward drastic curtailment of present educational opportunities can be successful, and before any rival program of public education can be introduced, the confidence of the general public in the competence of teachers and the character of the present educational program must be destroyed. Let us be alert to recognize attacks directed against teachers and the schools, and let us as a profession take pains to trace them to their source. Indifference on our part amounts to a betrayal of American traditions and of American youth.

There are other attacks being directed against the schools. I refer to attacks coming from persons and groups loyal in their support of free and public education. It is a good American practice to criticize freely our most cherished institutions and practices, and there is no reason why the schools should be exempted. Teachers do not fear the truth. So let us look for truth in the criticisms directed against our teaching of democracy. If the charges are ill-founded, let us firmly refute them. But let us also be alert for constructive suggestions that will help us redirect curriculums and methods in the interest of greater effectiveness of instruction.

In this frame of mind let us ponder certain accusations made in an article, "Treason in the Textbooks," in the September issue of *The American*

[1] Presidential address to the National Council for the Social Studies at Syracuse, New York, on November 22, 1940.

Legion Magazine. We teachers know that the American Legion has in its ranks a million men who love their country and we know that this organization staunchly supports the cause of free and public education. It is precisely for these reasons that I wish to center your attention on the article in *The American Legion Magazine*. We cannot afford to have our friends misunderstand our efforts. We and they must cooperate in working toward common goals.

The author of "Treason in the Textbooks" does not limit himself to an attack on published material, as the title of his article suggests. Rather, he attacks the type of course which consolidates "history, geography, civics, and social science," and states flatly that "these courses form a complete pattern of propaganda for a change in our political, economic, and social order" (p. 9). The fused courses, so he holds, seek to accomplish this revolutionary end by debunking national heroes and casting "doubt upon their motives, their patriotism, and their service to mankind," by casting "aspersions upon our Constitution and our form of government" and shaping "opinions favorable to replacing them with socialistic control," by condemning "the American system of private ownership and enterprise" and forming "opinions favorable to collectivism," and by molding "opinions against traditional religious faiths and ideas of morality, as being parts of an outgrown system" (p. 51f). I should add also that in the opinion of this author it is proper for "college and graduate students to delve into controversial social and political theories" (p. 8) but that such study is not safe for high-school youth.

Do you find this final statement startling? I do. In 1936, the last year for which I was able to obtain data, there were only 1,208,227 students enrolled in the colleges and universities of this country. Yet in the same year the total number of persons between sixteen and twenty-four years of age was approximately 21,000,000. Most of these 21,000,000 young men and women either were eligible to vote in 1936 or became eligible within a few years. We all know from recent experience that voters who take their responsibility seriously must reach conclusions regarding crucial and complicated issues. Yet if we were to carry out the suggestion quoted from "Treason in the Textbooks" only one person in seventeen would have had any practice in delving "into controversial social and political theories."

Let us examine some of the other arguments advanced by this author. Consider, for example, the charge that social studies courses debunk national heroes and cast "doubt upon their motives, their patriotism, and their service to mankind." Does any teacher associate the debunking of national heroes with social studies teaching? Perhaps I should ask if there is anyone in this room who does not read newspapers and magazines, go to the movies, or listen to the radio. Did all of you hear the things that were said about Franklin Delano Roosevelt in the heat of the recent campaign? Have any of you had the doubtful privilege of viewing cartoons which appear day after day on the pages of the *Chicago Tribune?* Unquestionably, Franklin Delano Roosevelt was and is the President of the United States; just as surely he was and is a hero in the eyes of millions of his fellow

citizens. It was not the teachers of social studies, the authors of social studies textbooks, or even the editors of current-events publications used in the schools who questioned the motives, the patriotism, and the services of our President. But the President was "debunked." Of course we who teach history know that in their day George Washington, Thomas Jefferson, Abraham Lincoln, Theodore Roosevelt, and Woodrow Wilson also were viciously debunked. Nothing written about such great historical personages today approximates in venom what was said about them while they lived.

Without destroying freedom of speech and of the press, it is impossible to put a stop to the debunking of national heroes. And the boys and girls who see their heroes of today smeared without mercy will scarcely believe that the great men of another era were perfect. It is the glory of democracy that not even a debunked hero would advocate a new Sedition Act to make debunking impossible. That cure would be far worse than the ailment. If we are seriously concerned about putting a stop to vicious and unfair debunking, all we need to do is to teach a generation of boys and girls to scorn appeals to emotion and to demand that argumentation be kept on a rational plane. Such a generation of pupils would be capable of critical thinking. And let us remember that critical thinking cannot be done in a vacuum. No one can successfully resist propaganda unless he knows so much about the problem under discussion that he can separate truth from lies.

Clearly then, we must not only teach a method of inquiry but we must teach enough facts related to important concepts for pupils to be able to think constructively about them. And we must teach pupils to read widely and intelligently in order that their thinking about social problems may become increasingly effective.

Our author undoubtedly holds that the so-called economic interpretation of the framing of the Constitution casts aspersions upon that great document. No social studies teacher would suggest that economic reasons were the sole motivation behind the Constitutional Convention. He would know too much about the history of the critical period which followed the Revolutionary War to make such a blunder. On the other hand, why should we suppress the fact that the framers of the Constitution wanted to maintain property rights? How many of you do not want to maintain property rights? Is it not perfectly natural and proper for any person who has property to want to guard it against depreciation? Anyone who knows children also knows that they soon develop a strong appreciation of the sanctity of property rights.

What has just been said probably answers the charge that our social studies courses condemn "the American system of private ownership and enterprise" and form "opinions favorable to collectivism." One wonders whether this author does not really want us to suppress the fact that Congress has enacted certain laws restricting "the American system of private ownership and enterprise" in the interest of all the people.

I find it somewhat difficult to interpret the phrase "opinions favorable to collectivism." Labor unions are a form of collectivism; so are em-

ployers' and manufacturers' associations. The Grange League Federation is a form of collectivism, as are credit unions, building and loan associations, and mutual benefit societies. For that matter, so is the national social security program. Of which of these forms of collectivism does the author disapprove? To the best of my knowledge not one of them was condemned by either major party in 1940. At the same time, I would not be sure that all of them have the full approval of each of you. Under the circumstances there seems to be no particular reason why these and other forms of collectivism should not be discussed in the schools.

In many respects I find the author's last accusation the most objectionable because it is utterly false. Do any of you agree that our social studies courses mold "opinions against traditional religious faiths and ideas of morality, as being parts of an outgrown system"? This charge is presented without a scrap of evidence in its support. We teachers know that freedom of religion is guaranteed by the Constitution. As a group we believe that denominational religious instruction has no place in the public schools. We ourselves worship as we see fit and we approve our pupils' worshiping in the faith of their fathers. In a world where might seems to make right, where creature comforts are cherished more highly than ideals, there is a great need for religious faith and high morals. No penetrating critic of our social order would accuse the schools of destroying the ideals of youth. Far more likely he would hold that youth today tend to reflect the shallow cynicism of their elders.

This is enough about the article, "Treason in the Textbooks." To put it mildly, this author has made sensational charges without great concern for buttressing them with facts. Such articles as this can do the schools a great deal of harm among people who do not know what the schools are doing.

But I do not want to limit my remarks to a rebuttal of charges directed against our patriotism and our professional competence. At the outset I suggested that we must plan ways and means for increasing the effectiveness with which we teach democracy. Let me state briefly some of the things which we as teachers need to do more efficiently than ever before.

1. Selecting for special study problems that relate directly to our national welfare; for example, the defense needs of our country, American foreign policy, cultural and economic relations with our American neighbors, unemployment, labor relations, social security, and many others.

2. Placing special emphasis on the methods of studying social problems. These include extensive reading of controversial materials, skill in abstracting and organizing information, ability to do inferential thinking and to discount propaganda, and skill in effectively presenting tentative conclusions orally or in writing.

3. Developing warm loyalties to the democratic way of life. Pupils must sense how slowly democratic institutions have evolved. They must understand what it means not to enjoy civil liberties. Altho in a democracy emotional fixation must follow understanding rather than take its place, teachers should use every effort to intensify emotionally the convictions of youth that the democratic way of life, in the fullest meaning of that expression, represents the greatest good for the greatest number and must be maintained whatever the cost.

If you agree with me, it is clear that the National Council must accept responsibility and exercise leadership in the months and years that lie ahead. Materials of instruction effectively focused on crucial problems must be developed. Traditional teaching procedures must be modified to provide pupils greater opportunity for developing skill in critical thinking. Materials, methods, and life in the schools must be oriented to provide pupils with a greater appreciation of the democratic way of life. Experimentation is needed to suggest ways in which readings, movies, singing, reproduced music, and the like can be used to develop a feeling of solidarity. Here I have briefly outlined a program which involves research, publication, and demonstration. The challenge to serve our country in a time of national emergency must be accepted by the National Council for the Social Studies.

MEETINGS

Six meetings were held during the past year by the National Council for the Social Studies, as follows:

November 21-23, 1940, in Syracuse, New York, the Twentieth Annual Meeting. Sessions, 15; attendance, 692.*

December 28, 1940, in New York City, with the American Historical Association. Sessions, 2; attendance, 160.*

December 30, 1940, in Chicago, with the American Political Science Association. Sessions, 2; attendance, 200.*

February 22, 1941, in Atlantic City, with the American Association of School Administrators. Sessions, 4; attendance, 225.*

April 26, 1941, in Milwaukee, with the Mississippi Valley Historical Association. Sessions, 5; attendance, 175.*

June 30-July 2, 1941, in Boston and Cambridge, Massachusetts, with the National Education Association. Sessions, 4; attendance, 450.*

Reports of each of these meetings and some of the papers presented at them are published in *Social Education*. Here there is space for only a summary of the complete programs and an abstract of the presidential address. After each address which has appeared in print is given a bibliographical reference. Several not so marked will undoubtedly be published in the future.

SUMMARY OF PROGRAMS

Syracuse Meeting, November 21-23, 1940

General Session: Roy A. Price, chairman; documentary motion pictures.

Reception by the Board of Directors.

General Session: Fremont P. Wirth, chairman; William E. Mosher, address of welcome; Howard R. Anderson, presidential address, "The National Emergency—What Shall We Do?" (*Social Education* 5:9-14; January 1941); W. H. Pillsbury and Whiton Powell, "Appraisal of the Eleventh Yearbook of the National Council for the Social Studies."

Luncheon Discussion, Session A: Ben Baldwin, chairman; Merle Curti, "Responsibility of the Teacher in Times of Crisis" (*Social Education* 5:251-254; April 1941); Edwin Pahlow, discussion leader (*Social Education* 5:367-369; May 1941).

* The attendance figure is the estimated number of different persons attending each meeting, not the sum of the attendance at the several sessions.

Luncheon Discussion, Session B: Harry D. Berg, chairman; Hilda Taba, "Evaluation in the Social Studies"; O. W. Stephenson, discussion leader.

Luncheon Discussion, Session C: George H. Primmer, chairman; Preston James, "The Place of Geography in the Social Studies Curriculum" (*Social Education* 5:334-338; May 1941); J. R. Whitaker, discussion leader.

Luncheon Discussion, Session D: Harold Long, chairman; William B. Featherstone, "Social Education of the Non-Academic."

Luncheon Discussion, Session E: J. R. Rackley, chairman; Robert Keohane, "Use of Community Resources in the Social Studies"; Harry Bard, discussion leader.

General Session: I. James Quillen, chairman; R. O. Hughes, "A Functional Social Studies Program"; William M. Alexander, "Course of Study Materials"; Horace T. Morse, "A Teacher-Centered Curriculum"; Alice Grannis, Mary Harden, Don Castleberry, discussants.

Exhibit Hour.

Banquet: Ruth West, toastmistress; Theodore Blegen, "Immigrant and Pioneer in Ballad and Song."

General Session: Howard R. Anderson, chairman; Edmund E. Day, "Social Discipline in a Free Society" (*Vital Speeches* 7:283-286; February 15, 1941).

Reception by the New York State Council for the Social Studies.

General Session: Erling M. Hunt, chairman; Walden Moore, "Canada's Role in Our National Defense"; Nathan Straus, "Public Housing in the United States" (*Social Education* 5:255-257; April, 1941).

Sectional Meeting, A: Elsie M. Beck, chairman; Mabel Snedaker, "Methods which Contribute to the Development of Social Insights"; Lillian Wilcox, "The Social Studies: Shadow or Substance"; Helen Hay Heyl, "A Cooperative Program in Curriculum Development"; Clyde B. Moore, "Building Social Foundations in the Elementary School" (*Social Education* 5:283-287; April, 1941).

Sectional Meeting, B: Edith B. Oagley, chairman; E. Henry Powell, "The Full Expression Plan"; Victor E. Pitkin, "The Development and Use of Worksheets"; Richard E. Thursfield, "Making the Past Real through the Selection and Use of Detail."

Sectional Meeting, C: William A. Hamm, chairman; Ruth Pitt, "Fundamental Principles Underlying Methods in the Social Studies"; Madeline K. Durfee, "Adapting Methods in the Social Studies to Specific Needs and Purposes"; Samuel Steinberg, "Methods of Teaching the Superior Pupil."

Luncheon and Business Meeting: Howard R. Anderson, chairman; Dixon Ryan Fox, "Education in Times of National Crisis" (*Harvard Educational Review* 11:17-26; January, 1941).

New York Meeting, December 28, 1940

Round-Table Discussion: Erling M. Hunt, chairman; Richard H. McFeely, "Experimenting with New Method and Organization"; Allen Y. King, "Adapting the Radio to the Classroom" (*Social Education;* October 1941); Donald Slesinger, "The Popularization of Scholarship"; Fred C. White, discussion leader.

Luncheon Meeting: Howard R. Anderson, chairman; J. Fred Rippy, "Pan-America and the World Crisis."

Chicago Meeting, December 30, 1940

Breakfast Meeting: John H. Haefner, chairman; Howard Cummings, "Tools for Building Citizens in High Schools"; Hilda Watters, "The Role of Teacher-Training Institutions"; Louis E. Frechtling, "Cases and Situations Involving Civil Liberties."

Round-Table Discussion on "Methods of Citizenship Training": Howard White, chairman; Howard E. Wilson, "From Knowledge to Action"; George H. Watson, "Making Citizenship Education Effective"; Edwin H. Reeder, "Training for Non-College Citizens"; Samuel R. Harrell, "National Foundation for

Education in American Citizenship"; O. Garfield Jones, "Learning by Doing"; Jules Karlin, "Using Local Community Resources" (*Social Education* 5:339-342; May 1941).

Atlantic City Meeting, February 22, 1941

General Session on "Building Defenses for Democracy through the Social Studies"; Allen Y. King, chairman; William G. Carr, "Building Loyalties in a Democracy"; Edgar B. Wesley, "Military History and the Social Studies" (*Social Education* 5:329-333; May 1941); William A. Van Til, discussion leader.

Luncheon Meeting: Fremont P. Wirth, chairman; Leon C. Marshall, "The National Emergency: Materials for the Social Studies."

Panel Discussion: Edgar B. Wesley, chairman; Curriculum Committee of the National Council for the Social Studies, "Courses and Units in the Social Studies."

Supper Meeting: Merle Curti, chairman; the Committee on Academic Freedom of the National Council for the Social Studies, "Current Pressures on Social Studies Instruction."

Milwaukee Meeting, April 26, 1941

Breakfast Meeting: E. H. Evans, chairman; Fremont P. Wirth, "The National Council for the Social Studies"; Ronald Edgerton, "The Syracuse Meeting of the National Council for the Social Studies."

General Session: Grace Walsh, chairman; Elmer Ellis, "Chaos or Planning in the Social Studies Curriculum"; E. E. Dale, "The Frontier Idiom."

Sectional Meeting on the Senior High School: Esther J. King, chairman; Karen Falk, "Formation of Public Opinion in Wisconsin during the First World War"; John D. Hicks, discussion leader.

Sectional Meeting on the Junior and Elementary Schools: James T. Burns, chairman; Gertrude Haven, "Vitalizing the Social Studies toward Achieving Democratic Values"; Mary G. Kelty, discussion leader.

Luncheon Meeting: Ethel DeMarsh, chairman; Philip D. Jordan, "Timely Tunes along Historic Highways."

Boston and Cambridge Meetings, June 30-July 2, 1941

General Session: John E. O'Loughlin, chairman; Nelle E. Bowman, "A Changing Curriculum to Meet the Needs of Secondary-School Students"; R. O. Hughes and Tyler Kepner, discussion leaders.

Joint meeting with the National Association of Secondary-School Principals: A. Russell Mack, chairman; Allen Y. King, "The School Interprets Democracy—through the Social Studies"; J. E. Nancarrow, "The School Interprets Democracy—through the School's Program: Administration and Activities"; Walter F. Downey, Mildred P. Ellis, Roy S. Haggard, Horace Kidger, Joseph Powers, discussants.

Luncheon Meeting: Roy A. Price, chairman; William E. Young, "The Social Studies in the Elementary School: A Preview of the Twelfth Yearbook"; Henry M. Willard, "Institutes of National Government: An Experiment in Education for Citizenship."

Joint meeting with the National Council of Geography Teachers: Robert M. Brown, chairman; Mabel B. Casner, "Getting Democracy into the Social-Studies Classroom"; Kathryn Schnorrenberg, "The Place of Geography in the Social-Studies Program"; Preston E. James, "The People of South America."

SECRETARY'S REPORT

The principal activities of the National Council for the Social Studies in 1939-40, as in other years, have been meetings and publications. The six meetings held between November 1940 and July 1941 have been described and summarized in the pages immediately preceding. The publications during the past year have been:

Eleventh Yearbook (November 1940) *Economic Education,* Harold F. Clark, editor

Curriculum Series Number Two, preliminary edition (February 1941), *Courses and Units in the Social Studies,* Henry Kronenberg, editor

Curriculum Series Number Two (July 1941), *Programs and Units in the Social Studies,* Henry Kronenberg, editor

Legislative Regulation of the Social Studies in Secondary Schools (May 1941, reprinted from *Ninth Yearbook of School Law*), by Victor Brudney

Control of Social Studies Textbooks (May 1941, mimeographed), by the Committee on Academic Freedom, with the cooperation of the Research Division of the NEA

Bulletin No. 16 (May 1941) *The Teaching of Civil Liberties,* by Howard E. Wilson and others.

The National Council for the Social Studies became owner and publisher of the magazine *Social Education* on January 1, 1941. For four years prior to this date *Social Education* had been the official journal of the National Council, but it had been owned by the American Historical Association and published by the American Book Company. The American Historical Association continues to collaborate in supporting the editorial office, and the Association is also represented on the Executive Board of the magazine.

Plans for extensive publication of resource units on social problems for teachers were begun in November 1940 in cooperation with the National Association of Secondary-School Principals. The project is being carried on with the help of a grant from the General Education Board. P. B. Jacobson and Louis Wirth are coordinators of the project; representatives of the National Council on the joint committee are I. James Quillen, chairman, Erling M. Hunt, and James A. Michener.

Another joint project, begun in June 1940, neared completion during the summer of 1941. This project involved the preparation of materials for both pupils and teachers on the teaching of civil liberties. It is under the direction of a joint committee representing the National Council for the Social Studies and the American Political Science Association. Chairman of the committee is Phillips Bradley.

Plans for future yearbooks, published annually in November, are as follows: 1941, *The Social Studies in the Elementary School,* William E. Young, editor; 1942, *Critical Thinking in the Social Studies,* Howard R. Anderson, editor; 1943, *Provision for Individual Differences in the Social Studies,* William B. Featherstone, editor.

The seven standing committees which had existed in 1940 were continued in 1941 and in addition a new one was created. This was the Committee on Academic Freedom, of which the chairman is Merle Curti. This committee acted in the name of the Council in dealing with numerous attacks on social studies instruction and social studies textbooks. Its most important activities were sponsorship of the supper meeting and discussion at Atlantic City on February 22; release of a statement on February 25 which was widely quoted in the press; and preparation and free distribution of 550 packets of printed material to help teachers and administrators to defend principles of academic freedom in textbook controversies.

Membership continued to increase, in spite of seasonal fluctuations, and to be widely representative of various interests in social studies instruction. The total membership on August 1, 1940, was 2903; on January 1, 1941, it was 2460; on April 1, 1941, it was 2970; and on July 31, 1941, it was 3172.

Three meetings remain to be held in 1941: November 20-22, in Indianapolis, the twenty-first annual meeting; December 29-31, in New York, with the American Political Science Association; December 29-31, in Chicago, with the American Historical Association.

National Council of Administrative Women in Education

HISTORICAL NOTE

THE NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION, *a Department of the National Education Association, was organized in Oakland, California, in 1915 by a group of women in attendance at the annual meeting of the National Education Association. One of its purposes set forth in its constitution at that time was to strengthen the friendly and professional relations of administrative women in educational work and to maintain high professional standards among them.*

Since its organization the Council has held two meetings a year, one in February and one during the annual meeting of the Association in the summer. At the Atlantic City meeting of the National Education Association, application was made to the Board of Directors for the admission of the Council as a Department and favorable action on the application was taken by the Representative Assembly on Friday morning, July 1, 1932.

The officers of the Department for the years 1941-43 are: PRESIDENT, *Sue M. Powers, Superintendent, Shelby County Schools, Memphis, Tenn.;* VICEPRESIDENT, *Mrs. Inez Johnson Lewis, State Superintendent of Public Instruction, State House, Denver, Colo.;* SECRETARY, *Mary J. Sweeney, 118 Twenty-Sixth Ave., San Francisco, Calif.;* TREASURER, *Lucy Mason Holt, Principal, Ocean View School, Norfolk, Va.;* AUDITOR, *Mary Elizabeth O'Connor, Supervisor of Elementary Education, Arlington Public Schools, Arlington, Mass.;* DIRECTORS, *Bess Goodykoontz, Assistant Commissioner of Education, U. S. Office of Education, Federal Security Agency, Washington, D. C.; Agnes Samuelson, Secretary, Iowa State Teachers Association, 415 Shops Building, Des Moines, Iowa; Mary McAndrew, Superintendent of Schools, Carbondale, Pa.; Margaret Mackintosh, Principal, Public School No. 140, 343 Sixtieth St., Brooklyn, N. Y.; Mary Guyton, 264 Bay State Rd., Boston, Mass.*

The dues, $1.50, are payable to the secretary.

SECRETARY'S MINUTES

Luncheon and Program Meeting, Boston, Massachusetts

July 2, 1941

SUE M. POWERS presided at the luncheon and introduced those seated at the speakers' table.

The Honorable Walter F. Downey, commissioner of education of Massachusetts, gave greetings from the state. The Honorable Arthur L. Gould, superintendent of schools of Boston, extended a warm welcome to Boston.

The speaker of the luncheon was Princess Paul Sapieha, American-born wife of a Polish prince. Her address was most inspiring and informative of her adventures in the present war and of her dramatic flight from Poland. The Princess paid a high tribute to the women in their display of courage and patience.

Two resolutions were introduced by Margaret Mendenhall Smith. The first resolution was proposed by Mary L. Guyton:

> WHEREAS, The members of Administrative Women in Education are vitally interested in the convention theme and are concerned with the part to be taken by the group working for an America committed to a democratic form of government; be it
>
> *Resolved,* That we go on record as a group of women who wish to emphasize our loyalty toward our democratic form of government, stressing our attitude toward the battle of production that we may keep free people free.

The second resolution was as follows:

> WHEREAS, The National Council of Administrative Women in Education is deeply indebted to the local committee—Boston branch—for delightful hospitality and efficient planning of the Boston meeting; be it
>
> *Resolved,* That the National Council of Administrative Women extend to the Boston hosts an expression of appreciation and gratitude for the fine cooperation, generous and gracious hospitality, and efficient planning which have contributed greatly to the success of the meeting in Boston.
>
> MARGARET MENDENHALL SMITH, *Chairman*
> Committee on Resolutions

Caroline Woodruff proposed that the Council write a letter of friendship and appreciation to Mary McSkimmar, Brookline, Massachusetts, for her brilliant contributions to education.

Mary J. Sweeney offered suggestions as to a review of our aims and suggested that we practice the democratic way of life by thoughtfulness and understanding with our fellow teachers in the classroom.

Luncheon adjourned.

MARY J. SWEENEY
Secretary

Business Meeting

June 29, 1941

The meeting was called to order by Sue M. Powers, president. Those present were: Mary L. Guyton, local chairman; Mrs. Inez Johnson Lewis, Colorado; Mrs. Margaret Mendenhall Smith, acting secretary, Colorado; and Agnes Samuelson, Iowa.

There was discussion of plans for luncheon with the local committee.

Discussion of purpose of organization and plans for growth resulted in a motion by Mrs. Lewis, seconded by Teresa Flaherty.

It was moved that the president be empowered to appoint any committee she deemed necessary to promote growth of and create an interest in the organization of Administrative Women in Education. Carried.

There was a motion that expense of meeting be allowed. Carried.

The president asked Mrs. Smith to present two resolutions to the Council during the program meeting—one relating to appreciation of the hospitality of the Boston people; the other concerned with the part the Administrative Women in Education should take in the defense program.

Announcement was made of promotions given recently to two members of the National Council in Boston: Miss K. C. McDonough was made assistant superintendent of the Boston public schools; Laura Hooper was made a director of the Children's School, Wellesley College. Dr. Hooper is also known as a lecturer in that field.

The meeting was adjourned.

MARGARET MENDENHALL SMITH
Acting Secretary

Department of Rural Education

HISTORICAL NOTE

THE DEPARTMENT OF RURAL EDUCATION *grew out of the Department of Rural and Agricultural Education which was authorized by the Board of Directors in 1907. At the Chicago meeting in 1919, the Department was reorganized with three organized rural groups then existing—the National Association of State Supervisors and Inspectors of Rural Schools, the County Superintendents' Section of the National Education Association, and the National Association of Persons Engaged in the Preparation of Rural Teachers—under the name of the Department of Rural Education. See* PROCEEDINGS, *1920:279.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Mrs. Daisy E. Howard, County School Commissioner, Genesee County, Flint, Mich.;* VICEPRESIDENT, *Barton Morgan, Director of Teacher Education, Iowa State College, Ames, Iowa;* RECORDING SECRETARY, *Lois M. Clark, Adviser, Early Childhood and Elementary Education, Department of Public Instruction, Harrisburg, Pa.;* EXECUTIVE SECRETARY, *Howard A. Dawson, Director of Rural Service, NEA, 1201 Sixteenth St., N. W., Washington, D. C. (Members of the Executive Committee are listed on page 671.)*

The Department meets twice each year, in February and in June. The annual dues are $2 per year for sustaining members, payable to the National Education Association. Each sustaining member receives all issues of the NEA RESEARCH BULLETINS, *the yearbook, the* RURAL SERVICE BULLETINS, *and occasional bulletins. Any member of the National Education Association may become an active member of the Department upon request to the executive secretary of the NEA without additional dues. Active members receive the* RURAL SERVICE BULLETINS.

ATLANTIC CITY MEETING

BASIC CONSIDERATIONS IN THE APPORTIONMENT OF STATE FUNDS FOR PUPIL TRANSPORTATION

EDGAR L. MORPHET, DIRECTOR, ADMINISTRATION AND FINANCE, STATE DEPARTMENT OF EDUCATION, TALLAHASSEE, FLA.

ANY STATE WHICH UNDERTAKES TO MEET its responsibilities to its children will fail to do so unless it has an equitable plan for apportioning funds for transportation. Even tho all other phases of the program may be worked out on an ideal basis, children in the more sparsely populated areas will suffer discrimination and will have inadequate opportunities until a satisfactory program for state aid for transportation is developed.

It is far from sufficient for a state merely to distribute funds for transportation. In fact, state aid for transportation may do as much harm as good unless it is worked out on an equitable and satisfactory basis. Unfortunately, during the early years in the history of transportation most of the errors that could have been made have been made. Perhaps this has been due to the fact that transportation has grown so rapidly that the problems have become acute before many states have become fully aware of the situation. Policies relating to state aid for transportation range from those followed in states which completely ignore the problem to those followed in other states which have seriously attempted to get at the real situation and provide aid on an equitable basis.

There are certain policies that should be a part of any program of state aid for transportation, and at the same time there are certain other possibilities that should be avoided. As a basis for determining the fundamental principles which should be considered in the program for apportionment of funds for transportation, it would be desirable to have in mind both the policies which should be observed and those which should be avoided.

As a result of studies that have been carried on in various parts of the country during recent years and of the experiences of various states, it is now possible to define most of the fundamental principles which should be established and recognized in developing any program or plan for apportioning state funds for transportation. Among the most important of those principles are the following:

1. Any plan of apportioning state funds for transportation should be based on a careful and scientific study to determine significant factors and needs.
2. The plan of state aid should leave the initiative for developing routes and schedules, for selecting drivers, and for other phases of the transportation program with the local school administrative unit.
3. The state should prescribe minimum standards for local school units which are to participate directly in state funds for transportation.
4. The state will also need to prescribe minimum standards for schools eligible to be included in the program of state aid for transportation.
5. The state has an obligation to prescribe and require the observance of minimum standards for all equipment. The state should go so far as to require observ-

ance of these standards for all buses used regardless of how they are owned or operated. Furthermore, it should exercise the right to condemn buses now in use which are found to be unsafe.

6. The state should prescribe minimum regulations and standards for the operation and maintenance of transportation. The plan for loading and discharging pupils along the route and at school requires particular attention.

7. The state should prescribe reasonable walking distance to schools and to school bus routes and should provide state aid only for transported pupils who live beyond that distance.

8. All state funds for transportation should be apportioned on the basis of need. State funds for transportation must be apportioned as a part of the entire system of state aid. Unless this is done, the system of state support for transportation is likely to unbalance the whole school program.

9. The state may need to determine and delimit the extent to which it will carry a program of aid to transportation.

The plan here proposed for apportionment of funds is based on the results of studies in a number of states and includes primarily the results in Alabama, Oklahoma, Ohio, and Florida, which have been pioneer states in the development of certain phases of this plan. More recently, West Virginia has been developing a plan which is based on the same principles, and a number of other states have adopted plans which at least incorporate some of the same principles.

I. *Transportation Apportionment a Part of the Plan for State Support*

Probably the most logical plan for apportioning transportation funds as a part of the entire system of state support of schools should operate somewhat as follows:

1. Costs of the minimum program should be determined to include:
   a. The amount needed for teachers' salaries
   b. The amount needed for transportation
   c. The amount needed for other current expenses
   d. An amount for capital outlay or debt services.

   These amounts should be determined objectively in accordance with a prescribed formula and the total considered as the cost of the minimum program to be guaranteed by the state.

2. Amount of funds available to the local school administrative unit should be determined by taking:
   a. Either the income from a prescribed millage levy, or preferably what the income should be as determined by an index such as Alabama is now using. Such an index is particularly important in states in which no adequate system for equalizing assessments has been developed.
   b. The amount from other state funds available to the unit, if any.

3. The amount to which local school units would be entitled for the minimum program would then be determined by subtracting the amount of funds available, explained under (2) above from the cost of the program as explained under (1) above. The state would provide the difference.

II. *Significant Factors in Determining Transportation Apportionment*

The most important single factor in a plan for apportioning state funds for transportation is the density of transported population. In fact, practically all other factors are directly or indirectly related to and involved in this one factor.

III. *Other Related Factors*

In addition to density of transported population and the area served by transportation, there are a number of factors which may need to be taken into consideration.

1. Road conditions. If there are marked differences in road conditions, it may be necessary to make an adjustment on account of these conditions. Other things being equal, the cost should be higher in an administrative unit having poor roads than in one having all paved roads. However, this is a secondary factor and should be used as a basis for making adjustments.
2. Wage scales. If there are marked differences in the amount required for salaries of bus drivers, mechanics, and so forth, some adjustment may be needed as between the various administrative units because of this factor.
3. Size of pupils. In some administrative units there may be only elementary-school pupils to be transported, while in others there may be only high-school pupils. Adjustments to care for size of pupils may be necessary. In large units, such as the county system, both elementary-school and high-school pupils are commonly transported on the same bus. This factor will then not need to be taken into consideration.

IV. *Determining Funds Needed*

Funds needed for transportation can readily be determined in terms of a basic formula which can be adjusted for any secondary factors. In general, the formula is based on density. Administrative units are grouped according to density of transported population and the true cost found in each county, that is, operating expenditure adjusted to include depreciation on equipment and a smoothed curve of best fit is drawn to eliminate marked variations from averages. The amount of state aid per pupil in each unit can therefore be determined in terms of average computed or true cost for administrative units falling in a given density group as shown by the smoothed curve.

V. *Apportioning Funds*

Apportionment of funds for transportation should thus be made automatically as a part of the program of state support previously indicated. Objective bases for determining aid should be incorporated in the law as a formula. Subjective factors can be almost entirely eliminated.

If these important considerations are observed, any state should be in a position to put its plan for apportioning funds on such a basis that the transportation needs of the various administrative units can readily and equitably be met.

MINIMUM STATUTORY PROVISIONS TO INSURE ADEQUATE MANAGEMENT AND CONTROL OF PUPIL TRANSPORTATION

C. D. HUTCHINS, AUDITOR, STATE DEPARTMENT OF EDUCATION, COLUMBUS, OHIO

Laws in the various states pertaining to pupil transportation have been enacted gradually as required over the past forty years. Pupil transportation systems in a number of states are now sufficiently developed to justify a

recodification of the transportation laws. It is the purpose here to suggest the minimum legal provisions necessary for the management and control of pupil transportation service.

Transportation laws adapted to such a program of education must define powers and duties of the state officers as well as those of the local school authority. It is also to be observed that the laws cannot be sufficiently specific to meet every emergency which may arise.

In restating the transportation laws for any state, it is necessary first of all to authorize boards of education to expend public money for pupil transportation. A second series of provisions essential to the adequate management of the pupil transportation program pertains to the designation of pupils entitled to transportation service. The distance from school beyond which pupils are entitled to ride needs to be established. The recognition of traffic hazards as a possible reason for transportation should be considered.

The reconsideration of the school bus routes annually, the rearranging of routes to increase efficiency, and the approval of such route revisions by the state authority need to be mentioned in the law. To provide adequate information for the control of the system of transportation, the maintenance of a transportation road map showing the routes driven by the various buses should be required along with the posting of time schedules. State financial assistance to local subdivisions for pupil transportation service is well established as a modern necessity.

The hazards of presentday traffic demand that laws be enacted to regulate the kind of vehicle which can be used for school bus service. To guarantee the use of buses which conform to the standards, it is essential for the statutes to arrange for a school bus inspection service. The statute needs to require the elimination from use of any bus which is found to be unsafe. A special provision should also be made for the compulsory reporting of school bus accidents.

States which have extensive programs of transportation are convinced that more consideration needs to be given to the school bus driver.

A number of provisions need to be included in the law regulating the operation of school buses, such as the adherence to a time schedule, stopping at railroad crossings, and observance of rules of the road.

The provision of liability insurance has in recent years been the subject of much discussion. Instead of continuing the purchase of insurance, the state of North Carolina has arranged for a pupil compensation fund.

School bus license tags are usually provided without charge. A law continuing this arrangement is desirable. Along with such a law may be included others eliminating taxes on gasoline and oil and the sales tax on the purchase of school buses and other equipment. The possibility of using school buses for purposes other than transporting children to and from school needs to be clarified.

States having a surplus of vague and conflicting transportation laws should work toward a recodification, while those with very little transportation legislation may make good use of revisions. A series of definite

and clearly stated provisions pertaining to powers and duties of school officials, expenditure of funds for transportation, designation of pupils to be transported, assignment of pupils, routing of buses, state financial assistance, records and reports, vehicle standards, school bus inspection, accident investigation and reporting, driver qualifications, operation regulations, insurance, license tags and taxes, and the auxiliary uses of school buses are essential to an adequate state and local management of a safe, efficient, and economical system of pupil transportation.

PROGRESS IN PROVIDING THE RURAL SCHOOLS WE WANT

IVAN A. BOOKER, ASSISTANT DIRECTOR, RESEARCH DIVISION, NATIONAL EDUCATION ASSOCIATION, WASHINGTON, D. C.

In order to show the direction of current trends, I shall make bold to list some of the things which we want in rural education and then indicate what has been happening recently to attain each goal.

First, I hazard the proposal that we want a system of rural education that reaches all the rural boys and girls of school age. Between 1930 and 1940 the outstanding achievement in bringing rural education to boys and girls heretofore without it probably lies in the expansion of rural high schools.

Before the advantages of public education are available to all rural children they must be extended to many pupils of elementary-school age. Isolation, the absence of transportation facilities, and other barriers to school attendance are depriving hundreds of rural children of even an elementary education.

Second, I suggest that we want rural pupils to attend school as regularly and for about the same number of days each year as if they lived in the city.

Third, I believe we want an instructional program in rural schools which represents the best that has been developed in educational theory and practice. It should be clearly recognized that many of the "greatly improved" programs still are far short of any reasonable standard and that many rural-school programs are quite as inadequate and unsatisfactory as they were a decade ago.

During the next few years we must learn to do as good a job of educating rural boys and girls into their respective communities as we have been doing in educating them to leave the community at the earliest possible moment. Prerequisite to the kind of instructional program we want is the fourth goal which I shall suggest, namely, a well-qualified, competent teacher in every rural classroom.

Fifth, I suggest that we want every rural school pupil housed in a school building that is safe, comfortable, clean, and attractive. Reports indicate that the general school housing situation in rural areas is decidedly better than it was ten years ago. Stimulated and aided by various federal and state grants, thousands of rural districts have replaced, remodeled, repaired, or otherwise improved their school buildings. Most of

the improvements made have been those pertaining to better heating, lighting, and sanitary facilities.

The problem at hand is to see that this building program continues—that it is not forgotten in our stampede for battleships, tanks, and planes. We need to keep it clear in our own minds and to present the case forcefully to the public, and especially to state and national leaders, that decent housing for rural-school pupils is quite as much a part of national defense as are suitable barracks for the soldiers in training. Without continued federal and state assistance, relatively little rural-school construction can be expected.

The sixth goal I have to propose is sufficient and suitable equipment in every rural school, including library facilities and instructional equipment and supplies, so that good teaching is reasonably possible. Most impressive of the improvements made in rural-school facilities during the past decade has been the extension and improvement of rural library service. Several states have established or greatly extended their loan collections and traveling libraries available to rural schools. Still another achievement in this area which merits comment is the extension of cooperative purchasing of equipment and supplies.

The final goal which I propose for your consideration is a professionally-minded and professionally competent educational leader and administrator in every county, parish, town, union, and other similar rural district. That considerable progress has been made toward this goal during the past ten years, at least in certain states, few would deny. That we still have far to go in putting the rural superintendency on the high professional plane which the welfare of the schools demands is even less debatable.

Changes needed in various areas and localities include: (a) higher minimum qualifications for the rural superintendency; (b) salaries large enough to obtain competent educational leaders; (c) reasonable security and tenure in office; (d) sufficient clerical or other assistance so that educational planning, supervision, and in-service leadership for teachers are reasonably possible; and (e) stimulating constructive help from state departments of education and from the teachers colleges.

Instead of seven things we want in rural education, there are more nearly "seventy times seven." Some of the most crucial areas, such as federal aid, large administrative units, suitable attendance districts, and adequate transportation facilities, have been deliberately saved for the impending free-for-all.

EVALUATION OF 1941 YEARBOOK

HELEN HEFFERNAN, CHIEF, DIVISION OF ELEMENTARY EDUCATION, STATE DEPARTMENT OF EDUCATION, SACRAMENTO, CALIF.

The Department of Rural Education is deeply indebted to the authors of the 1941 yearbook, its Committee on Publications, and particularly to the dynamic and devoted chairman of the Committee thru whose efforts a publications policy has been established which guarantees continuity

and high quality to professional contributions emanating from the Department.

In Chapter I, "The Place of the Tool Subjects in Modern Education," the author traces the historical background out of which have come contemporary attitudes toward the function of the school in the teaching of the tool subjects, and points out that a new philosophy of education and a new theory of learning have emerged from the cultural changes in American life. These are: (a) a new conception of subjectmatter and its relation to children; (b) a modified theory of learning which emphasizes purposes in learning and the importance of meetings and values rather than the mere repetition of facts; and (c) the principle of readiness.

The material of Chapter II suffers from compression but at the same time the reader is disturbed by the amount of space devoted to negative illustrations of "guesswork opinions" as contrasted with the scientific method and "modern educational psychology" at the beginning of the chapter. It is questionable whether such illustrations could be duplicated frequently enough to justify such expenditure of limited space upon them. The mind set of the reader, following such an approach, is less favorable than it should be for the unquestionably authoritative treatment of child development which follows.

The suggestion made by the author at the conclusion of Chapter II is worthy of thought. To quote:

> Scientists tell us that agricultural groups lag behind in using the knowledge available. This does not include the group that has not the knowledge; it refers to the group that knows and does not. Is it good analysis to suspect that this group learned knowledge as a thing separate and apart from action? To the degree that people, the products of the schools, in increasing numbers use the tools of knowledge, and handle their own individual and community problems; to that degree can educational programs be judged effective. *Not a higher level of literate skills alone but a higher level of literate skills along with their use, is the need.* Education to meet such a need must have a daily program which fosters a complete, well-rounded development of children in which the tool subjects have their full part.

Chapter III of the yearbook is a well-written, excellently documented presentation on the topic, "Meeting the Problems of Five-Year-Old Children in Small Schools." This material would be equally valuable in helping urban teachers of five-year-olds, or teachers anywhere in meeting the needs of immature beginners. A superior analysis has been made here of the characteristics of five-year-olds and the environmental conditions necessary for their best development.

Chapter IV, "Reading in the Small School," again reinforces the concept that beginning reading is most effectively taught on an experiential basis. The illustrations here are suggestive of areas of experience which are of great developmental value to children. The various reading skills which are motivated as children explore socially significant areas of experience put the acquisition of reading abilities into sound psychological relationship as a means of satisfying the children's purposes.

Chapter V deals ably with the language arts in the small school. The author sets forth the advantages inherent in rural life for language expression growing out of the nature of the farm family as a closely knit social unit, the participation of the child in the activities of community life, the recognition of children as factors in rural recreational activities, and the endless opportunity for contact with life out of doors.

At no place is the directive influence of tradition more strongly felt than in the area discussed in Chapter VI, "The Development of Understanding and Skill in Numbers." The author discusses the major problems of readiness and vocabulary and the selection of situations in which arithmetic appears as a vehicle necessary to efficient living, gradation, and drill.

Without doubt many of the criticisms implied in this evaluation grow out of the inescapable brevity of the presentations. But the very brevity which draws fire makes this yearbook a valuable one to use at a time when criticism is being leveled at the school because of alleged failure to teach the tools of learning.

WHAT CONSTITUTES SOUND POLICY IN THE ALLOCATION OF RESPONSIBILITIES IN THE ADMINISTRATION OF PUPIL TRANSPORTATION

JULIAN E. BUTTERWORTH, DIRECTOR, SCHOOL OF EDUCATION, CORNELL UNIVERSITY, ITHACA, N. Y.

Faced as we are with numerous problems in the administration of pupil transportation, the various states must act. But that action should be based upon the soundest principles that can be established in the present state of our knowledge. That there will be changes in the allocation of responsibilities as the underlying principles are clarified may be taken for granted. In the judgment of this writer, the following statements are warranted:

1. Responsibility for transportation should be divided among local, state, and, where they exist, intermediate units.
2. Each responsibility should be placed where it can best be done. Varying conditions in the states will warrant different allocations. In case of doubt, leave the responsibility with the locality or the intermediate district. The state has plenty to do without undertaking the control of details.
3. The state should:
   a. Establish and administer minimum standards wherever these are shown to be desirable; certainly as regards the determination of standards for vehicles and inspection to see that those standards are being maintained; possibly as regards those who should be transported, the maximum length of the haul, and essential qualifications of drivers.
   b. Prescribe any necessary reporting and accounting forms that will enable all concerned to know what the important policies and practices are and what the whole program costs.
   c. Assist in financing the transportation program on some basis considered sound under existing conditions. A few states, like Ohio, have sought an answer thru research; as yet most states have done nothing of a significant nature along this line.

d. Exert leadership in every phase of the transportation program. For example: interpret and distribute data regarding policies and practices; urge (and probably in time require) each local unit to measure the quality of its transportation program; carry on research on problems that are too complex for the localities to deal with without discouraging localities, intermediate units, or research agencies from doing as much as possible; give consultation service with the attitude not of exerting pressure, except where conditions are indefensible, but of bringing to local officers the best that is known.

The performance of all these functions will require a larger state force than is now available anywhere as far as the present writer has information.

IN-SERVICE EDUCATION OF RURAL TEACHERS

MEREDITH W. DARLINGTON, ASSISTANT PROFESSOR OF EDUCATION, TEACHERS COLLEGE, UNIVERSITY OF NEBRASKA, LINCOLN, NEBR.

Today, preservice training of teachers is not enough to produce successful teachers. Today, a teachers college must go into the field to help school administrators and teachers in its territory to recognize, define, and solve the real problems in an actual teaching situation.

An in-service program for rural teachers should: (a) help the teacher in a rural area to analyze and attack his problems with confidence and success; (b) give him a basis for the evaluation of the total teaching process in his own school; (c) help the teacher to recognize and to utilize the potential resources—both human and natural—in his community; (d) help the teacher to develop an understanding of the significant major problems affecting the rural life in his community; (e) help the teacher to develop a better understanding of his pupils as individuals; (f) enable the teacher to establish in his school a classroom situation that meets the needs of individual pupils; (g) provide some tangible guidance to help the teacher correct any subject or activity deficiency he may have; and (h) be a source of inspiration and encouragement.

An experiment in the in-service training of teachers in rural schools has been carried on during the past two years in two Nebraska counties cooperatively by the county superintendents of those counties and the Teachers College of the University of Nebraska. The superintendents in nine other counties are conducting their own in-service programs. All are using *A Teacher's Handbook for Self-Appraisal of a Rural Elementary School* developed by Meredith W. Darlington in cooperation with groups of teachers. This handbook is developed around the following:

What I Believe and Try To Do in My School
What I Need To Know about My Pupils
What I Need To Know about My Community
Desirable School Experiences
The School Library
The School Building and Grounds
Am I a Good Teacher?

Altho it is too early to predict with certainty the final outcome of these experiments, the following immediate values have been obtained:

1. Greater growth and development on the part of the rural-school pupil occurs as a result of the stimulation and growth on the part of his teacher.

2. Many teachers lose their timidity and become aware, thru actual experience, that they possess the necessary ability and skill to attack a problem confidently and to seek and lead others to help them.

3. The teachers, being made aware of the potentialities of their community and county resources—both natural and human—are utilizing community resources to promote a richer school program.

4. The teachers are beginning to consider more seriously the many factors, social and economic, that have direct bearing on their pupils and their schools.

5. When teachers get and evaluate information about their pupils, they have a better understanding of their pupils as individuals and set about meeting the need for some type of cumulative record for them.

6. The wholesome, professional, cooperative exchange of ideas that takes place during the last hour of the class meeting affords the teachers the much-needed opportunity for a certain emotional release and a freedom to express themselves in sincere thinking and spontaneous activity.

7. A self-evaluating device, such as *A Teacher's Handbook for the Self-Appraisal of a Rural Elementary School,* is a great stimulus and help to the teacher.

GUIDANCE IN THE RURAL SCHOOLS

IMAN E. SCHATZMANN, EXECUTIVE SECRETARY, COMMITTEE ON RURAL EDUCATION, CHICAGO, ILL.

For the purpose of the discussion of this topic, "guidance" will be interpreted in its broadest sense—as meaning "the help given the individual to make the optimal adjustment to educational and vocational situations."

Any teacher who has the welfare of his pupils at heart will try to develop within them an adequate sense of values, attitudes of cooperation and responsibility, and a better understanding of the persons and the life with which they come in contact. The personal and occupational outlook of our rural children is of vital importance and renders the work of the rural teacher ever more challenging.

The pupils of the seventh and eighth grades should be made familiar with the various existing occupations, the sort of preparation they require, the wages to be earned, the social status involved, the life to be lived, and the prospects for advancement in each line of work. Thru the social studies, as well as thru the geography and history, first of their local communities then of their counties, state, and nation, the young students can acquire an ever broader outlook and begin to strive for better standards and higher goals.

It can be plainly seen that in the schools of the past too much emphasis has been placed on academic attainment and material gain and that the importance of human relationships has not been sufficiently stressed. If

we believe that one of the major purposes of guidance and education consists in helping the child to develop his own abilities so that he can be of greater service to mankind, we cannot continue to maintain within our schoolroom competitive systems which are contrary to the fostering of better human relationships.

Without doubt, in our rural areas guidance needs to begin in the elementary school, not simply because a considerable number of pupils never go on to high school but because this is the formative period which determines in a large measure the bent of youth in later years. Furthermore, guidance given in the elementary schools is more closely related to home life than at any later stage in the educational progress of youth.

When attending countywide schoolboard meetings, we have frequently been surprised at the farmers' attitudes concerning their children's future occupations. Usually about one-fourth of those present were willing to let their boys try a hand at farming, but the remaining three-fourths wanted their boys and girls to go to town where "life won't be so hard for them." Many of them felt that the opportunities of the farmer were too few, that his life was too narrow and precarious, and that crops and prices were more of a gamble than the stock market. However, no sooner did one ask Mr. Jones what Tom and Mary were going to do when they left school to go to town than he was "stumped" for he had not thought that far ahead. Thus we find that only in a few exceptional cases can rural children count on their parents' advice as far as plans for making a living are concerned.

The socialization of the individual, and particularly of the rural child, is a necessary part of education. This sociality can be fostered thru well-planned group activities. However, human relationships will not be fundamentally improved unless the children are brought to realize that "mutual cooperation for common ends" is a prerequisite to their personal happiness and adjustment. Little progress will be made if some pupils become adjusted at the expense of the unhappiness of other members of the school or home family. Since in many instances meager background experiences and a lack of information prevent farm parents giving adequate guidance to their children, it becomes the responsibility of the teacher to act as a trustworthy guide and counselor to his pupils.

WHAT THE FARMER THINKS OF THE SCHOOLS

W. R. OGG, DIRECTOR OF RESEARCH, AMERICAN FARM BUREAU FEDERATION, WASHINGTON, D. C.

Our public-school system in rural areas is not functioning as it should to meet modern needs. The schools are not entirely to blame for this situation, by any means. A major cause is the low income status of such a large proportion of families which forces the children out of school into full-time jobs before they complete even an elementary-school education. The most inadequate educational opportunities in the nation are found in rural areas.

The fundamental reason for these disparities is the lack of sufficient income to support adequate educational facilities. The farm population has the heaviest educational load to carry, due to the fact that nearly twice as many children in proportion to adults are located in the rural areas as compared with the large cities. Farm families have 31 percent of the nation's children of school age, yet they receive only 9 percent of the national income.

It is obvious, therefore, that some form of federal grants-in-aid to the states are absolutely essential in order to provide equality of educational opportunity thruout the nation. Such grants-in-aid are justified in order to distribute equitably the tax burden of supporting education. Due to the enormous concentration of industry and financial resources in certain areas and our archaic tax system for the support of education, developed in a horse and buggy era, the burden of supporting education is now inequitably distributed.

One of the important weaknesses in our school system is that it is not closely enough related to modern life situations and modern vocational requirements. The supreme goal of education should be to fit youth for life's responsibilities and opportunities; it should help them find a place of service which, as far as possible, will best suit their capabilities. This does not mean that we have to make education just a "bread-and-butter" affair. Vocational training without culture tends to become crass and materialistic; cultural training without vocational guidance and training tends to become impractical and too isolated from reality.

The tendency to follow generally accepted patterns rather than to adapt schools to changing needs is reflected in our rural schools. There is too much of a tendency to make rural schools a replica of urban schools, not only in the curriculum but in the buildings, equipment, and educational standards. Our rural schools should be adapted more closely to meet rural conditions and needs.

I would like to propose that an experiment be tried in several typical rural counties in different areas of the United States to test out by practical demonstration how our public-school system can be better adapted to modern needs and conditions.

In this experiment I should like to see county and community advisory committees of representative citizen groups established to help plan and carry out the educational program; a carefully selected staff of administrators and teachers specially trained for rural work; organization of the curriculum on the basis of the needs of rural children, with due consideration to the aptitudes and the probable vocational opportunities for persons living in those areas; the adaptation of buildings and equipment to serve the needs of rural children and youth and to enable the school to serve as a focal point for unification and enrichment of community life and the promotion of good citizenship; the provision of trained psychologists with practical training in vocational guidance and placement to help pupils ascertain their aptitudes, organize their courses of training to the best advantage, give guidance to those desiring to pursue university training and to

obtain jobs upon completion of special courses of training; close cooperation between the schools and the employment agencies; inclusion of definite moral training and citizenship instruction as an important part of the educational program; and the development of a program of adult education and training for adults and older youth who have left school and can attend only night classes.

Out of such cooperation between citizens and educational authorities and the practical trial of new methods and procedures, I am confident that much progress could be made in adapting our school system to modern needs.

PROVIDING THE SCHOOLS WE WANT IN RURAL AMERICA

FRANK W. CYR, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

Only ten short months ago rural youth were unemployed. They could not get jobs. They were not wanted in industry. Opportunities were not available in their home communities. Society could not give them work or use their services as everyday citizens. Education was faced with the task of educating them for citizenship in a society which could not command their services and utilize their talents.

Within ten months this situation has changed. The army is demanding their services. The defense industry is crying for their help. The nation is calling upon them to courageously defend democracy against its enemies both within and without. Instead of facing the problems of an unwanted child, they are now confronted with a nation which seeks their favor.

Today they are asking these questions: Should I remain at home or enter a defense industry? What are my abilities? Where can I get vocational training? Should I claim exemption from military service? How can I arrange my affairs before entering camp? What branch of the army can best use my abilities? How can I keep physically fit? What are we defending? Is democracy worth defending? What will happen to my job when peace comes? What kind of an America will emerge when the present crisis is past?

Rural youth need a guidance program which will help them find their proper place in the defense program and adjust themselves to it. This includes guidance into industry, guidance into military service, and equally important, guidance in assuming and carrying on the responsibilities of rural America for the defense and perpetuation of American democracy.

Rural youth need a vocational program which begins in the local community and carries thru until they are efficiently operating on the job. No vocational program for rural youth can be adequate which does not begin until the youth have left home for some distant point. The basic training must be provided within reasonable distance of their homes. The organization and structure of the vocational program must be adapted to the size and structure of the rural community.

Rural youth need a health program which will fit them not only for defense but for peace pursuits as well. This means a broad expansion of health education and health services.

Last and probably most important of all, rural youth need an understanding of democracy.

What then should be our policy for rural education in the United States? Does the public school have any serious responsibility for this educational program? Two powerful groups in America today are saying "no," that we already have too much education. Another powerful group in America is also saying "no," that the public school can never adjust itself to meet this educational challenge.

If the function of the rural public school is purely academic, the social and economic problems of rural America are of little concern to us. If schools should offer narrow academic training alone, the problems of guidance are so few and so simple that the topic does not merit our consideration. If we believe in this point of view the problems of teacher education can be reduced to meeting a few routine requirements and regulations, and matters of reorganization of local school units and transportation can be dropped from consideration. But if we believe that the school is the basic educational agency in the rural community, that it must meet the real educational needs of its people, and that it must provide leadership in the coordination of all educational agencies in the community, we have an important and vital task before us.

COMMUNITY AND SCHOOL RELATIONSHIPS

OTIS KEELER, ASSISTANT SUPERINTENDENT OF PUBLIC INSTRUCTION, SPRINGFIELD, ILL.

It shall be my purpose in the time allotted me, to try to picture some ways in which the aims of education may be studied, analyzed, and put into actual practice in a democratic school society. I will attempt to picture for you a situation in Smithville, a typical midwestern rural community of from 500 to 1000 people. Let us, in our imagination, picture the situation somewhat as follows:

Consider three persons who have gone out from the Smithville community. John L., twenty-nine years old, is a successful newspaper reporter. He reports that he came from a good home and took an active interest in Boy Scouts, 4-H Clubs, and church work. He worked his way thru the state university and graduated with honors. Floyd K., thirty-one years old, attended a one-room school and graduated from Smithville high school where he had a poor scholarship record. He reports that he learned to work and loved to work. Later he graduated from an aviation school and is now manager of an airport. Charles R., thirty-five years old, is in prison for life. His father was a drunkard and there was no harmony in his home. He went to school but little, did not go to church, and was a member of no organization for young people.

Similar studies were made of other persons who had grown up in Smithville. The superintendent of schools called a meeting of representatives of

community agencies—a minister, a Boy Scout leader, a 4-H Club leader, a mother, a radio man, a newspaper editor, the librarian. They studied the cases before them and decided that each should study the work of his organization to see what it could do to help carry out the aims of education for *all* boys and girls of the community *all* the time.

A second meeting was held, reports were made, and as a result, the Smithville Educational Council, composed of representatives of all organizations of the community interested in the training of youth, was set up. They were to meet once each month and lay plans for community endeavor.

By this illustration I have tried to show a practical plan for community organization whereby the school is only a cog in the machinery for the education of boys and girls. I have tried to show that education is a community function and a community responsibility, and that only by cooperative effort can the best results be attained. There is nothing new, perhaps, in this viewpoint. Carrying it out, however, on a practical basis is another problem. Judging by their programs, few communities, either large or small, now have this viewpoint of education. They are still living in the period of training in the "three R's," plus a little vocational training, as the function of the school. Character, citizenship, health, and so forth, are given, on the whole, little consideration.

What part does the school play in the previously mentioned program? Certainly much of the leadership must necessarily emanate from the school. The heads of the school system are supposed to be the leaders in all educational programs. The parent-teacher association might well be the coordinating group. It is perhaps the best situated for the carrying out of such a procedure.

This same point of view would hold good for any school-community, be it large or small. Community coordination and cooperation can be carried out centering around a one-room school. Due to the fact, however, that such a school district is small, some of the community enterprises cannot be carried out in such a district. There must, of necessity, be some combining of effort by a group of such schools.

ADOPTION AND ENFORCEMENT BY STATES OF STANDARDS FOR SCHOOL BUSES

FRANK W. CYR, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

The rapid growth of pupil transportation during the past decade has created many new problems which must be solved now before the transportation program becomes solidified into one or more set patterns. The increase of 287 percent in the number of children transported annually between 1926 and 1938 was responsible for the intense pressure to set up a workable program, which resulted in the national uniform minimum standards for school buses, set up during the conference at Teachers College, Columbia University, in 1939. This original conference on state regulations governing the construction of school buses was a result of the

need by each state of the experience and advice of the other states in developing sound standards; of the need by the local schools for stability in the standards they must enforce; and of the need by the manufacturers of uniform standards thruout the nation which would eliminate conflicting standards and permit volume production.

The first requirement in the adoption and enforcement of state standards is to have good standards. The conference, therefore, devoted itself first to the problem of what is a good standard. It decided that the two major objectives in setting up good standards were safety and economy of pupil transportation. When special adaptations of the standards are needed by a state because of local factors within the state, such as topography or climate, these adaptations should not interfere with the values which accrue from national uniformity.

The second requirement in effective adoption and enforcement of standards is that there be free and open discussion of each standard by those primarily concerned—the representatives of all the states and the engineers of all the manufacturers. This not only insures better standards by capitalizing on the intelligence of those with a wide variety of experiences but also means that in each state the person responsible for adoption and enforcement is informed on the considerations on which a standard was based, and can more effectively interpret and enforce it.

It is equally important that the standards be understood by those within a state who are responsible for purchasing buses, enforcing regulations, and operating buses. It requires an educational program for local superintendents, board members, bus drivers, and inspectors. Ninety percent of the enforcement in a state should be on the voluntary initiative of these officials who act of their own accord because they believe in safety and economy. County-wide conferences or institutes should be held in every county where pupil transportation is an important administrative problem.

In looking to the future, another national conference should be held before another bus production year begins. Three production years, including the current year, have passed since the original conference. Their experience shows that an annual revision and review of the standards are undesirable. To secure maximum safety and economy for transportation of public-school pupils, the states must stand resolutely against annual models. The practice of new models annually in the automobile industry has often resulted in superficial changes which, at best, are expensive. This was recently admitted by one of the major executives in the industry. Such practice cannot be defended when buses are purchased with public money.

We should prepare for such a conference by securing all possible data on the issues which must be decided upon and carefully examine our experience under the uniform standards. Two major problems of such a conference should be the carrying forward of standards which make for uniformity of special dimensions and which make for more efficient fitting together of body and chassis. In the meantime, the individual states should move ahead in developing effective methods of utilizing the standards.

Nationwide cooperation in the development of pupil transportation in this initial stage of widespread development is essential to the achievement of an effective program.

THE RURAL COMMUNITY

EDMUND DE S. BRUNNER, PROFESSOR OF EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N. Y.

The last years have seen a considerable increase of interest in the community as a social entity. The old idea that some political unit like a township, a municipality, or a county offered a valid basis for administrative procedure has broken down. It has come because the political basis of operation, despite its legal sanctions and convenience, has failed to meet adequately in many situations the problems that changing conditions have brought. In other words, the breakdown has grown out of a situation, out of an effort to find a better functional basis for operation.

A successful rural community must have relative self-sufficiency, opportunity for personal association, and pooling of resources for desired institutions.

As a rule, tho not invariably, this community will consist of a village and the tributary open-country population. Increasingly, this is becoming the pattern of the automobile age community in rural America. It may be defined as the village or town and the population of that area within which more than half the people come to this center for more than half the services which they require—education being one.

It has become apparent that the economic services tend to fluctuate more widely in area and in the support that they receive from the open-country people than do the social services like education.

The rural community then is an area of interaction within which the people have either face to face relationships or at least a general knowledge of all parts of the area and of the locale and function of most families. Within this area of interaction the people are organized in and thru various institutions to perform for each other the primary functions of production, distribution, and service commonly required and present in our society. Communities, of course, differ in population and in the number and complexity of the functions performed.

That no immediate change is likely in the structure of the rural community is indicated by the 1940 Census returns. Where there has not been growth, the overwhelming tendency is toward stability. Administrative planning by educators and other social servants can proceed safely on this basis.

This being the case, what is the function of the modern rural community? The functions of the twentieth century rural community can be simply stated. They vary only in scope and complexity from the functions of the community in a primitive tribal society. There are first of all the economic functions for, while man lives not by bread alone, he lives not without bread. The second group of functions performed by a community relates

to the meeting of the primary social needs of people. Another group of agencies are those which try to meet the spiritual needs of men—the churches. Finally, there are those agencies already alluded to whose functions are so important they cannot be trusted to the voluntary association of like-minded individuals but become the expressed purpose of all to secure for all what no one could do alone or no separate group could do satisfactorily. These institutions are local government with its concern for police and fire protection, roads, public welfare, health, and education. These institutions that in their totality express the community's idea of how the community should function are the integrating factors of its life as important to it as the organs of the body are to a human being.

The cosmic and national forces of social and economic life are experienced by all of us where we live—in communities. The institution that survives, usefully serves, and expands is the one that best knows its community and best adapts itself to serve its changing needs. For few institutions is this as important as for the school.

BOSTON MEETING

THE TOOL SUBJECTS AND CHILD DEVELOPMENT IN RURAL SCHOOLS

EVELYN HODGDON, DIRECTOR OF RURAL EDUCATION, STATE NORMAL SCHOOL, ONEONTA, N. Y.

It is difficult to determine to what extent tool subjects and child development can be delineated in terms of rural areas. For purposes of discussion let us use Kate Wofford's definition of tool subjects—reading, elementary mathematics, the language arts, and their subdivisions.

It is useless to review in such a group the changes which have come into the elementary curriculum and teaching practices because of the change in social structure, increased knowledge of child development, and as a result of research in many fields. It is sufficient to recall that we are still struggling with changing from the "traditional subjectmatter-setup-to-be-learned" school to the "child development" school acceptable to the psychology and practice of the presentday educator.

From this struggle, many real and imagined issues have arisen. Some teachers have tried to arrive at absolutes, such as time to present certain items of subjectmatter, which skills are needed by which groups, how much time to devote to drill, to appreciation, and to activity. These teachers forget that children differ greatly in their abilities, needs, and interests, and that they differ greatly within themselves at various stages of growth. That the child needs adequate use of tool subjects for his successful participation in society is not an issue. Everyone recognizes this need, but whether he should learn them functionally thru experiences, or in isolated drill, or both is still a question to some people. Some schools accept the philosophy of functional learning but are limited in technics of practice, their teachers having been habituated in another school of learning.

When one visits some schools, he realizes that individual instruction is misinterpreted, that the use of workbooks predominates, and that self-expression in a social situation, one of the greatest needs for the rural child, is neglected. The items of subjectmatter are taken out of their functional setting and therefore lose their meaning to the child. On the other hand, some children are acquiring more skill with tool subjects while learning to live together and solve their own problems.

So many times the whole discussion seems to assume that tool subjects are less well taught than they were, and of course we do not know this or the reverse to be true.

There is the whole question of pressure from the secondary group and the traditional attitude that the high school is for a selected group rather than the peoples' school, which it has become. Promotion is often based to too great an extent on achievement in the tool subjects. This causes teachers to lose sight of the real problems in the elementary rural school and to give too much time and thought to an attempt to help the slower learner to reach a proficiency beyond his ability. Often this attempt results in coaching which assumes all the characteristics of isolated drill, is wasteful for the teacher, and harmful to the child.

The classroom teacher faces many problems, among them, how to educate the parents and the community and even sometimes the administration that tool subjects are not neglected when taught functionally. Because he is measured by the success of his children he expects the impossible. He needs to adjust himself sometimes to the limitations of pupils in individual cases. He has to think of the development of the child in relation to his own capacities rather than measurement by artificial standards.

It is a part of my function to raise issues for the panel discussion. We might summarize with these:

Is there really any issue between the so-called experience, the activity, or the informal teaching learning situation and efficiency in tool subjects, or is the issue merely one of method of teaching and grade placement of skills and subjectmatter items?

Does not accepting the philosophy of taking the individual child, where he is and as he is, including his abilities, limitations, interests, needs, and environment and guiding his development in growth, apply equally to urban and rural children? Does this not include learning the tool subjects in a functional setting?

Is individual instruction being misinterpreted to the detriment of the child in the small rural school whose needs are social opportunities and group participation?

SECRETARY'S MINUTES

Atlantic City, New Jersey

Business Meeting, February 25, 1941

The annual business meeting of the Department of Rural Education was held immediately following the Tuesday afternoon session in Committee Room 13, Public Auditorium, Atlantic City, New Jersey. Frank W. Cyr, president of the Department, presided.

Minutes of the meeting of February 27, 1940, were read and approved. The report of the executive secretary was given as follows:

Financial Statement (January 1, 1940, to January 1, 1941)

Balance as of January 1, 1940		$156.81
Receipts	$1,664.92	
Expenses	951.47	713.45
Balance as of January 1, 1941		$870.26

Expenses

Telephone and telegrams	$27.15
Refunds and bad accounts	46.65
Mailing, multigraphing, addressographing	244.27
Convention expense	42.09
Research Bulletin	65.95
Postage and express	268.09
Stationery and supplies	147.69
Publication of Proceedings	44.90
President's expenses	64.68
Total Expenses	$951.47

It should be noted that receipts are from three sources: memberships, the sale of publications of the Department, and appropriation from the National Education Association. It should be noted further that the salaries of the director of the Department and his secretary are paid by the NEA.

Total membership in the Department as of February 21, 1941, is 289. The services of the state membership chairmen have been continued this year, and each has been assigned a quota for his state. The results have been particularly good in some states and indicate the possibility of increased membership.

A "Rural Service" page has been maintained in the NEA *Journal.* Publications of the Department, particularly the last few yearbooks, have continued to sell.

Discussion of the report followed. It was suggested that the names of state membership chairmen be printed in the yearbook or otherwise be made available to the members.

Report of the Committee on Publications and Constructive Studies was given by the chairman, Kate V. Wofford.

1. Yearbooks

   The 1940 yearbook on teacher education has not yet been published. Since it must be produced by May 31, 1941, or the appropriation for it be forfeited, every effort is being made to complete it soon.

   The 1941 yearbook, *Child Development and Tool Subjects in Rural Areas,* is off the press and ready for presentation at the Tuesday meeting of the Department.

   Plans have been made for two further yearbooks: in 1942, one on guidance, in place of the one on art previously announced; in 1943, one on the conservation of resources, for which Effie Bathurst has accepted the chairmanship.

2. Rural articles in magazines
   The following special rural issues of magazines have appeared:
   Design, June 1940—a special issue on rural art education
   Phi Delta Kappan, December 1940—a special issue on in-service training of rural teachers.
   Space for articles has also been secured in the *Curriculum Journal, Nation's Schools,* and other publications. Twelve articles in all have been so placed.
3. Extension of function
   The Committee asks for an extension of its functions and a specialization of some of its work in subcommittees. Authorization of three specific subcommittees is requested:
   a. A committee to promote articles in magazines
   b. A committee on sources of materials
   c. A committee to develop a series of bulletins smaller in size than the yearbooks.

It was moved, seconded, and voted to accept the report and authorize the expansion of the Committee as requested.

Otis Keeler, chairman, reported for the Committee on a regional conference in the midwest. (Other Committee members were: A. F. Elsea, Missouri; Chloe C. Baldridge, Nebraska; Barton Morgan, Iowa; E. E. Stonecipher, Kansas; Frank W. Cyr and Howard A. Dawson, ex officio.) A meeting is to be held at Urbana, Illinois, on March 27, 28, 29, 1941, under the local sponsorship of the Illinois Committee on Rural Education. The conference theme is "The Place of Education in the Improvement of Rural Life."

Norman Frost, chairman, reported for the Committee on a regional conference in the midsouth. (Other Committee members were: Richard E. Jaggers, Kentucky; J. A. Keller, Alabama; Clyde V. McKee, Mississippi; Row W. Roberts, Arkansas; M. E. Thompson, Georgia; Frank W. Cyr and Howard A. Dawson, ex officio.) A conference is planned for May 22 to 24, 1941, at the George Peabody College, Nashville, Tennessee, with the program centering on the theme "Cooperation of Educational Agencies for Improving Rural Life."

The report of the Committee on Membership was submitted by its chairman, William McKinley Robinson:

Meeting of the Committee on Membership of the Rural Department, 1941, Library, Blenheim Hotel—February 23, 3:30 P.M. and February 24, 12:00 Noon.

Those present were: Wm. McKinley Robinson, chairman; Barton Morgan; Frank Cyr; Francis L. Bailey; and Howard Dawson—the latter two as president and secretary respectively sat thru part of the first meeting.

A review and study of the recommendations made by this Committee following its several hours of deliberations last year together with an account of the working of the present membership policies and recommendations as given by the executive secretary were taken into consideration in the formulation of the following recommendations:

1. That some conclusion be arrived at as to whether the membership of the Department should be recruited primarily from the classroom teachers or from the administrative and other groups of workers in the field of rural education. Your Committee considers the latter groups as the more promising to canvass.
2. That the present type of membership known as "Active Membership," which does not require the payment of fees, be discontinued.

3. That there be but one type of membership, the one now known as "Sustaining Membership" with the word "sustaining" dropped from its title.

4. That to meet the needs of those groups or organizations desiring contact and services of the Department, encouragement be given that one of their number take out membership in the Department of Rural Education.

5. That if at some future time to the other publications of the Department a magazine be added, a portion of the annual membership dues be set aside to cover the subscription cost to members.

6. That the experience with state membership directors indicates the membership may be considerably increased thru greater concentration on the wise selection and encouragement of these state membership workers of the Department.

7. That there be referred to the membership at the annual business meeting by the Executive Committee such provisions as may be necessary to harmonize these recommendations with the constitution and bylaws of the Department of Rural Education.

Acceptance of the report was moved, seconded, and voted.

The recording secretary then presented for consideration, on authorization of the Executive Committee, the following amendments to the constitution and bylaws to make effective the recommendations of the Committee on Membership:

Article II, Section 1, shall be stricken from the constitution.
Article II, Section 2, shall become Article II, Section 1.
Article II, Section 3, shall become Article II, Section 2.
In Article III, Section 1, the words "active and sustaining" shall be deleted.
Article I, Section 1, shall be stricken from the bylaws.
Article I, Section 2, shall become Article I, Section 1. It shall be amended to read:

"Any active member of the National Education Association may, upon payment of an annual membership fee of two dollars to the executive secretary of the Department, become a member of the Department.

"Members shall have the right to vote on all matters coming before the Department, to serve on all committees, and to hold any office of the Department. They shall be entitled to the yearbooks and bulletins of the Department produced by committees of the Department and paid for from funds of the Department."

After rereading, it was moved, seconded, and voted that the proposed amendment to the constitution be adopted. Proposed amendments to the bylaws were reread and their adoption was moved, seconded, and voted.

Report of the Committee on Resolutions was read by the recording secretary, in the absence of the chairman, W. F. Hall. Acceptance of the report was moved, seconded, and voted.

The report of the Nominating Committee was given by the chairman, Fred C. Fischer, as follows: president—Mrs. Daisy Howard, county commissioner, Genesee County, Flint, Mich.; vicepresident—Barton Morgan, head, Department of Vocational Education, Iowa State College, Ames, Iowa; members of the Executive Committee for five-year terms—R. D. Baldwin, professor of education, West Virginia University, Morgantown, W. Va.; Norman Frost, professor of rural education, George Peabody College, Nashville, Tenn.; member of the Executive Committee for one year to fill the unexpired term of S. T. Burns—Marcia Everett, helping teacher, Warren County, Belvidere, N. J.

It was moved, seconded, and voted that the nominations be closed and the secretary instructed to cast the ballot for those nominated.

Iman Schatzmann, executive secretary of the Committee on Rural Education, Chicago, reported on a proposal that the NEA sponsor a journal of rural education. Because of many requests for such a publication, the Committee on Rural Education had investigated the need and consulted with various people concerning the

possibilities of a journal. Meetings of interested people had considered the matter at St. Louis in February 1940, and at Milwaukee in July, and had authorized a committee composed of John Brewton, Lois Clark, Frank W. Cyr, Howard Dawson, and Miss Schatzmann to further investigate possibilities. This committee had proposed to the Executive Committee of the National Education Association that the NEA sponsor the proposed journal, with financial aid from foundations for a period of four to five years. Action by the Executive Committee of the NEA was expected during the Atlantic City meeting. Further, it was anticipated that active sponsorship would be delegated to the Department of Rural Education.

Recommendations of the Executive Committee of the Department, agreed upon after discussion at its meeting on February 24, were reported as follows:

1. That a committee of the Department, composed of the officers and the chairman of the Committee on Publications and Constructive Studies, be authorized to act with the Committee on Rural Education in making necessary decisions in furtherance of plans now under way for the development of a journal.
2. That the magazine be included in the benefits of membership in the Department.

Motion that the recommendations of the Executive Committee be accepted was made and seconded. Mr. Butterworth called attention to the previous *Journal of Rural Education* which had to be discontinued after a few years of publication, and asked that Mr. Dawson and Mr. Dunn present their viewpoints as to the probability of success of a new venture in this field. In response, Mr. Dawson outlined the plans for securing financial aid from foundations, and reviewed the steps by which the amount of aid to be requested was arrived at.

Mr. Dunn presented the differences between the old situation and the new. First, there is a difference in the group addressed. The proposed magazine is planned for teachers rather than for rural education experts. Second, the old magazine was dependent upon part-time editorship and managership, while the present plan calls for a paid full-time editor. Third, there are many more people in positions of competence than twenty years ago thru whom materials for publication can be secured.

After further discussion, the motion for acceptance was amended to read: That acceptance of the recommendations of the Executive Committee be conditional upon support by the National Education Association and upon financial endowment by foundations. The motion was seconded as amended, and carried.

The desirability of continuing the development of regional conferences was discussed. It was moved, seconded, and voted that the president be authorized to ask the National Education Association for an appropriation to further the work of the two conferences already started and, if possible, to develop a new area.

It was moved, seconded, and voted that Miss Heffernan's paper, evaluating the 1941 yearbook of the Department, be mimeographed and made available to members.

It was moved by Mr. Morgan, seconded, and voted that the Department express its appreciation of the excellent work of President Cyr and those associated with him in the preparation of this year's program.

Meeting adjourned.

LOIS M. CLARK,
Recording Secretary.

RESOLUTIONS

Adopted February 25, 1941

The situation in which our nation now finds itself demonstrates more clearly than ever the following persistent needs in the field of rural education:

1. Federal aid for public education based upon the principle of educational need of each state and amply safeguarded against undue and unnecessary federal interference with state and local autonomy in relation to the effect on democratic principles.

2. The cooperation and coordination of federal, state, and local agencies which are working for the improvement of rural life, to the end that common objectives and the general good of our society as a whole may be more effectively achieved.

3. The equalization of educational opportunity within the states, thru some form of school equalization funds.

4. The reorganization of school districts within the states to the end that improved elementary- and high-school opportunity may be more effectively and economically attained for rural youth.

5. The furtherance by states and local school units of a reorganized and redirected curriculum to the end that human and natural resources may be conserved and that the American way of life may be defended, preserved, and perpetuated.

6. More adequately qualified teachers in rural schools who not only understand democratic principles but who know how to organize the school and how to guide children in their adjustment to social and vocational living within their environment.

7. An adequate program of guidance which reaches the rural youth both in and out of school.

The progress which has been made in certain states, areas, and in isolated rural schools of the nation demonstrates clearly the possible outcomes so much needed and desired if funds, organization, and leadership are provided.

The Department of Rural Education of the NEA declares its convictions and challenges its members to leadership in attaining the objectives set out above.

We recommend to the rural teachers of America the teaching of the fundamental virtues of genuine democracy, real citizenship, personal integrity, and self-reliance, and maintain that the rural school is a splendid place in which to instil these virtues into the hearts of our youth.

We solicit the cooperation and the support of agencies and individuals that may be interested in thus furthering the common good.

We commend the president and other officers and committees for the splendid programs presented at this meeting and for all local arrangements so well executed. We also express appreciation to the rural teachers and pupils for their splendid contributions.

RAY P. SNYDER,
(MRS.) SUE POWERS,
W. F. HALL.

Department of Science Instruction

HISTORICAL NOTE

THE DEPARTMENT OF SCIENCE INSTRUCTION *is an outgrowth of a State Department of Natural Science Teachers which was organized at a meeting of the Colorado State Teachers Association in 1894. It was first known as the Department of Natural Science Instruction.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Jack Hudspeth, Educational Adviser to the Steck Co., Box 16, Austin, Texas;* VICEPRESIDENTS, *Philip G. Johnson, Cornell University, Ithaca, N. Y.; Norman R. D. Jones, Science Teacher, Public Schools, St. Louis, Mo.; Greta Oppe, Head, Science Department, Ball High School, Galveston, Texas; Mrs. Gladys Potter, Supervisor, Public Schools, Long Beach, Calif.;* SECRETARY, *Nathan A. Neal, Head, Science Department, Rhodes High School, Cleveland, Ohio;* TREASURER, *Aelfric James, Sr., Head, Science Department, Easton High School, Easton, Pa.;* CHAIRMAN OF 1942 NOMINATING COMMITTEE, *George Skewes, State Teachers College, Mayville, N. Dak.*

This Department meets once each year, in July. The Department publishes a yearbook. The annual dues, $.50, are payable to the treasurer.

BOSTON MEETING

CREATIVE AND DEFENSIVE SCIENCE

WATSON DAVIS, DIRECTOR OF SCIENCE SERVICE, WASHINGTON, D. C.

OVERSHADOWING ALMOST EVERYTHING ELSE these critical days is the application of almost all our energies and our science to rescuing the world from forces of darkness. Our science and our civilization are on the defensive. We must assume the offensive. There is greater need now for clarity in thought, teaching, and doing than in more peaceful times.

Creative and aggressive application of science is called for to meet the present emergency. Research, experimentation, and invention are as important to national defense as the airplanes, ships, tanks, and guns used by the military forces. In a large measure, the weapons and the means of protection against weapons are created by science.

The scientist should not be blamed for the use to which the world puts his brain children, any more than a mother of a soldier should be taken to task. The airplane is first a means of peaceful transportation, and only incidentally used to carry death-dealing bombs. Our mechanized army is merely an adaptation of the millions of the useful automotive vehicles that fill our highways. The butcher knife is no less necessary and useful because a few misguided individuals use it to slit human throats.

It is comforting to know that in the present world situation scientists are hard at work on essential research tasks of vital importance to our defense effort. In almost every university and industrial laboratory there are teams of scientists working on secret problems that will aid our defense efforts on all fronts.

Many of these problems are directly concerned with aerial, sea, or land warfare, but many of them will bring important benefits to the population at large. Some of the social benefits of the defense effort, put into use by the necessity of the emergency, should be long lasting.

Typical of these benefits to the whole population is the addition to flour and bread of vitamins and minerals which will heighten morale and benefit health. The most important of these additions is vitamin B_1, or thiamin, which is generally lacking from our daily diet, and which is needed every day to keep us from becoming irritable, morose, and uncooperative. Thiamin, riboflavin, and iron are being added to "enriched" bread and flour, as the result of the cooperation of scientists and the milling and baking industry.

Dr. Russell M. Wilder, of the Mayo Clinic, chairman of the National Research Council's Nutrition Committee, believes that Hitler's "secret weapon" may be the taking away of vitamin B_1 or thiamin from the diet of the conquered countries. A little thiamin deficiency is associated with irritability, but much or long-continued deficiency is more likely to result in depression, exhaustion, and feelings of inferiority. The Germans are said to be making the fullest use of the newest knowledge of nutrition in the prosecution of this war, particularly in reference to the excellence of the nutrition of their armed forces. Rumor has it, according to Dr.

Wilder, that the Nazis are making deliberate use of thiamin starvation to reduce the populations of the occupied countries to a state of depression, mental weakness, and despair which will make them easier to hold in subjection.

Scientific research has been greatly accelerated in the government's many scientific and engineering laboratories, such as those of the National Advisory Committee for Aeronautics. In a large measure, the modern airplane is a creation of the engineers and scientists of the NACA, who added many miles per hour to the speed of war and peace planes without cost of extra fuel or power by making them aerodynamically smoother. Research is rushing in the many laboratories of the National Bureau of Standards, the United States Bureau of Mines, and the Geological Survey. The mining experts and geologists are searching intensively for new deposits that can supply much needed strategic minerals, such as tungsten, manganese, mercury, and tin.

New organizations have been created to do research for the military forces. There is the National Defense Research Committee which has over 200 secret projects under way. These involve the science facilities at 80 of our large universities and personnel at 30 large industrial laboratories. It is estimated that a fourth of the physicists of the nation are in defense research and many of them are working on NDRC projects. The army and navy undertake much research directly but in these urgent times the normal military research of the nation has been increased manyfold by the extensive organization of projects under the NDRC.

The important function of receiving and evaluating the many suggestions offered by the public to help our defense effort has been undertaken by the National Inventors Council. This group of $1-a-year engineers and experts, with the aid of a staff located in the United States Department of Commerce, has already received and reviewed over 30,000 suggestions, some of which are already being put to use by the army and navy.

Medical and psychological experts are being mobilized for defense research by the National Research Council, the operating agency of the National Academy of Sciences.

One important fact may not be appreciated by the public. It is that the officers of the army and navy charged with making us strong in a military way are open-minded to new ideas. As a matter of fact, they are eager for new ways to do things. If a new weapon is developed you may be sure that they will use it.

Psychological aspects of defense are more important in these times than ever before. Experts on human behavior, or misbehavior, perhaps it should be called, can help in our national protection against ideas and ideologies that do violence to our cherished ideals of democratic methods and procedures.

Unprincipled force wielded by the totalitarian dictators must be fought by all the weapons at our command. It may well be that we can develop and apply morale and psychological weapons that will prove to be as important as men, airplanes, ships, and tanks.

More normal scientific developments of outstanding importance are continuing at an accelerating rate. Some of these fundamental and peaceful researches may be retarded by the concentration of personnel and laboratories upon military problems. But there is cross-fertilization between the emergency and the more normal activities. Some discoveries for war purposes may be extremely useful when the world becomes more peaceful.

A few of the most important of the newer developments in various science fields are:

1. The chemical cures of diseases thru the sulfa drugs. The pneumonias and other various infections have lost their deadliness because of these chemical treatments.
2. Frequency modulation (FM) radio promises a revolution in broadcasting.
3. The newer knowledge of nutrition, the further exploration of the vitamins, carrying with it the possibility of banishing hidden hunger from the land.
4. Science's newer attacks upon mental disease, such as shock treatment for schizophrenia.
5. Continued development of aviation, making it the foremost method of speedy transportation, as constructive for peace as destructive for war.
6. Development of synthetic plastics—made from air, water, coal, oil, gas, salt, and lime—to compete with metals, silk, glass, and perform many new tasks in our plastic world.
7. New understanding of the extent and composition of the universe and the nature of the atom.
8. The use of new methods in genetics to produce bigger and better kinds of animals and plants for our farms.

Science teachers have an immense responsibility in this troubled world. Human beings must know how to think straight and scientifically if the world is to be rescued from the plague of intolerance, emotional ignorance, and aggression that afflicts it. Sane and effective persons have their abilities and personalities molded by home, community, and school.

In the school, science must not be confined to the science courses. Science must take the offensive and penetrate its methods and its content into English, history, language, and even athletic curriculums. The science courses must not be diluted and distorted by the old authoritarian cult of decreed knowledge, smacking of the false, outmoded, revealed wisdom of the ancients (and the Nazis) which has done so much to block human progress. The experimental attitude must prevail, the courses must be taught experimentally, the teachers must be experimentally-minded in a perpetually unfinished experimental world. The science teachers must transmit to teachers in the other subjects the beneficent antibodies of straight thinking that do so much to create an effective civilization.

We should rejoice in the teaching tools that are available these days—texts that spur the student onward in his exploration of the universe around him; exhibitions and museums of both historical and current content on a "do-it-yourself" basis; radio programs, phonograph records, and motion pictures that condense into minutes content that might take weeks to absorb by older methods.

Newspapers and magazines provide supplementary reading for science courses, new every day, that must not be overlooked. Science magazines,

such as the weekly *Science News Letter,* have their important place for both teacher and student. Science Service has also made it possible for anyone to receive each month and keep for his own a highly interesting and educational "thing" of science, an educational service that has been received with a great deal of enthusiasm.

Paramount to all the helpful and almost necessary accessories to science teaching is the scientific attitude or method. Without the scientific way of thinking and doing all else is futile and misdirected.

The reason we teach science and take science to the people is because we are convinced that it is the successful method of doing and thinking. Much of our battle upward is a conflict between science and superstition. It is astronomy vs. astrology, fact vs. hearsay, experiment vs. dogma, and planning vs. trusting to luck.

In these perilous times for so many areas of the world, we cannot reaffirm too often that the scientific way is the democratic way. The methods of science will make democracy work if they find their way to the public. Test of reason and experience can weed out the charlatan, the incompetent, and the unworthy in high and low places in our people's business, if we see to it that democracy is free to operate. Freedom to practice the scientific method in the everyday world as well as in the laboratory is of importance equal to freedom of the press and assembly.

When we see the cramming of thoughts into dictator-wrought molds, the exiling of the brains and bodies of the human cream of great nations, the suppression of even the hollow shell of freedom over the great areas of this earth, we are thankful for the conditions under which we live and which we are resolved to maintain.

THE STOREHOUSE OF CIVILIZATION—OUR NATURAL RESOURCES

C. C. FURNAS, ASSOCIATE PROFESSOR OF CHEMICAL ENGINEERING, YALE UNIVERSITY, NEW HAVEN, CONN.

Few people will deny that modern life in the Western World centers about industry, but not many persons seem to grasp the full significance of the fact. The Industrial Revolution, instead of being something that passed one hundred and fifty years ago, as most historians seem to think, has actually only begun. As evidence of this it should be cited that since 1917 the mineral wealth taken from the ground has equaled the mineral wealth produced in all previous history—and mineral consumption is a good index of industrial activity.

Traditionally, the ideal democratic life was supposed to have been found in the Greek City State of Athens during the Age of Pericles. Actually, for each ten freemen during that period there were at least fifteen slaves who could not even think democracy, much less live it. So all the fine words about democracy during that Golden Age were so much loose talk.

Industry today provides inanimate slaves in the form of power. Each average American has about ten slave-power working for him day and

night in the form of machines. These inanimate slaves are the backbone of true democracy, and if our energy supply runs out, democracy is finished. So the coal bin and the oil drum are in the first compartment of the storehouse of civilization.

America is fortunate in energy supplies but they will not last forever and the rest of the world needs some of them badly. Conservation, in the form of wise use and prevention of waste, is important even now. But conservation only postpones the day of depletion. The real solution to the problem of future energy lies in devising means of directly and efficiently using the energy of the sun's rays, for as much solar energy falls on the surface of the earth in one minute as the entire human race utilizes in one year.

When fuel is used, it is gone, but the case of metals is somewhat different. Metals are never destroyed; they are merely put into different forms and scattered here and there. Part can be recovered and used, but never all. In America we are already pinched for a supply of some metals and the apparent supply of some others, such as copper and zinc, appears not to be more than enough for another generation. Without a plentiful supply of metals, civilization would be in a bad way. The remedies of conservation here consist of (a) increased reuse of metals, (b) perfection of means of recovery from low grade ores, and (c) substituting plentiful metals for scarce ones. All these items call for extensive research, some of which is being done, tho more is needed. In the future we may expect to see greatly increased use of aluminum which can be obtained in tremendous quantities from certain clays, and of magnesium which can be obtained from that limitless mine—the sea.

Our farm land is another indispensable resource which in many places has been, literally and figuratively, going downhill. Average agricultural production per acre in America is steadily decreasing—rapidly enough to frighten anyone who observes the trend. We may begin to feel the pinch in this generation. The solution here lies in preventing the various forms of erosion and of maintaining fertility.

All these items have significant implications for our educational system, not that the average nonprofessional citizen is going to make large contributions to the conservation of resources and hence of civilization, but the problems can be solved only by extensive group action, particularly by federal and state governments, in matters of research and control. If the average voter has no idea of what it is all about, or what is necessary, there is little chance of action being instigated and supported. And there is little chance for him to get the necessary background except in school.

Science, pure and applied, is still an unwanted and troublesome tail on most of the general education curriculums. The average curriculum is still heavily loaded with academic sterilities that lost their significance hundreds of years ago. It looks as if science teachers will have to embark on a long crusade to bring education up to date at the expense of considerable dead wood.

SCIENCE EDUCATION FOR THE FUTURE

NORRIS W. RAKESTRAW, ASSOCIATE PROFESSOR OF CHEMISTRY, BROWN UNIVERSITY, PROVIDENCE, R. I.

In discussion of the aims and objectives of science education, the current emphasis seems to be upon the adaptation of the pupil to the presentday world. We sometimes lose sight of the fact that our purpose must be to prepare the pupil to meet the world of the future. To be sure, this consideration does not simplify our problem, it rather complicates it. We can only guess at the nature of the situations with which the students of today will be faced at the time when they must make use of their present training. We must therefore be careful to conserve the more enduring elements of scientific education in our present curriculums. This is not necessarily inconsistent with the movement toward integration and socialization of science education, but we must be careful to avoid centering our attention too much upon the world picture as it exists today.

As I understand the movement toward socialization and integration, its aim is, among others, to develop a thoro appreciation of the way in which science has contributed to make our modern everyday life what it is. This involves consideration of both content and method, of course. But it is essential to be able to view science as incomplete and continually and inevitably changing. This is a viewpoint seldom appreciated by the layman, who often feels that the readiness of science to "change its mind" is a sign of weakness rather than of strength. The outcomes of a presentday science education as an equipment to meet the future must include the proper attitude on this point and an understanding of the limitations as well as the enormous possibilities of science. Too much popular science literature often results in an unfortunate gullibility. Science education should engender critical thinking not only about the world in general but about the method and content of science itself.

BARRIERS TO EFFECTIVE TEACHING OF SECONDARY-SCHOOL BIOLOGY

OSCAR RIDDLE, CARNEGIE INSTITUTION, COLD SPRING HARBOR, L. I., N. Y.

A Committee of Union of American Biological Societies on the Teaching of Biological Science has obtained by questionnaire much information on teaching and teachers of biology in secondary schools of the United States from 3186 high-school teachers. Tho removal of barriers to effective teaching of biological science will be more difficult than their recognition, even the latter proves to be a tough job.

The data obtained show widespread tendencies to teach biology not as science but as a path to pleasing hobbies or as a series of practical technologies. Thus the richness and diversity of the wide field of biology—the availability of so many pleasant, even of profitable, "detours" becomes perhaps the greatest obstacle to getting and keeping biological instruction on the broad uphill road that most changes us and most extends our vision when we have arrived.

Biology at its best would stress the three following generalizations of modern science as basic to a comprehending and fairly united citizenship: (a) Natural, not supernatural, law rules in the world in and about us. (b) Man is a higher animal. (c) All men, except identical twins, are created genetically unequal. It is found that (a) and (b) are taught by probably less than 50 percent of the responding biology teachers. Only seventy-three acknowledge restraint by "action of the state legislature." We here meet a major barrier to the effective teaching of this particular science, and it is obvious that the ultimate objection is that of religion. If education cannot free itself from this restraint, as has science, it must glaringly fail the intellectual life and leadership of this day.

Only 53 percent of 2931 teachers replying to this item say that their "special preparation" was for teaching biology. Of 2325 replies to this question, 92 percent indicate that their teacher training should include more training in subjectmatter, while 8 percent ask for less. Of 2472 teachers reporting, 11.6 percent say that in their schools a "social study has displaced a biological study during the past five or ten years." The "graduate" training of biology teachers in the rural schools of Michigan was 10 percent biology and 39.6 percent professional education.

The high-school teacher of biology often admits that he needs more and better training; the curriculum usually greatly restricts the amount of biology that is offered; the traditions, particularly religious, of the community often dilute and vitiate the subjectmatter that is offered. The teacher cannot lift this burden alone. His principal and school administrators, his city and state, his guides in professional and science training, must all find and contribute something that is essential to successful teaching of this science.

EFFECTIVE USE OF SCIENCE EXPERIMENTS IN THE ELEMENTARY SCHOOL

TUNIS BAKER, NEW JERSEY STATE TEACHERS COLLEGE, PATERSON, N. J.

Science experiments may be used effectively in the elementary school in many ways. They may be used as teacher-demonstration lessons, pupil-demonstration lessons, for individual pupil activities, or as a cooperative demonstration by teacher and pupil. They may be used in the progressive school that employs the project method of correlating one or more subject-matter fields, or in the more formal type of school that divides the week's program into definite subjectmatter periods. They may be used to motivate a lesson or to stimulate interest in a whole unit of work.

In order to determine the reaction of pupils to science experiments in the elementary school, this writer has been conducting an investigation during the past few months with 234 elementary-school children.

A critical analysis of the ability of intermediate-grade pupils to observe and interpret certain types of science experiments is necessary.

A series of science experiments was conducted by this investigator before third-, fourth-, fifth-, and sixth-grade classes in the cities of Clifton and

Paterson, New Jersey. Each experiment demonstrated a principle such as "Solids Expand When Heated," "Air Occupies Space." The experiments were performed without explanation, help, or comment of any kind, and the children were asked to write on a blank sheet of paper the answer to the question, "What happened in the experiment and why did it happen?" The investigation covered a period of about six weeks.

This study is only preliminary to a more extensive investigation which will be made along similar lines. However, some tentative conclusions may be drawn based upon an analysis of the data collected so far. They are:

1. Many children in the intermediate grades are capable of interpreting science experiments without help or explanation from the teacher. The number of pupils who made correct interpretations of the experiments they observed ranged from 23 percent in the third grade to 86 percent in the sixth grade.

2. On different grade levels, some experiments lend themselves better than others for purposes of interpretations.

3. Altho some children draw incorrect conclusions from their observations, their interpretations are not entirely unreasonable. It was found that the interpretations made by some children, tho incorrect, were similar to theories accepted by outstanding scientists of early times.

4. Children in the intermediate grades do not as a rule formulate generalizations from observing a few experiments. Only three out of the 234 generalized their statements.

5. There are indications that some pupils classified in the lower sections of their classes by their teachers in regular schoolwork are as capable of interpreting science experiments of this type as are their more academically-minded classmates who are rated high by their teachers. In each grade there were approximately as many pupils in the lower quarter of the class who made correct interpretations as there were in the upper quarter.

6. There seems to be no appreciable difference between boys and girls in the intermediate grades in their ability to interpret science experiments. Sixty-seven percent of the girls and 68 percent of the boys gave correct responses to the question, "What happened in the experiment and why did it happen?"

HOW MAY SCIENCE IN THE ELEMENTARY SCHOOL BE MADE MORE EFFECTIVE?

O. E. UNDERHILL, TEACHERS COLLEGE OF CONNECTICUT, NEW BRITAIN, CONN.

In order to make science teaching effective the classroom teacher should, (a) have in mind an overview of the whole generalized science program from Grades I thru XII; (b) be able to formulate a program in cooperation with other teachers in the school which will incorporate the science materials as part of regular classroom work; and (c) be able to provide opportunity for firsthand pupil activity with the things and phenomena of science.

The necessary integrating background basic to all this may be obtained by becoming familiar with the graded series of elementary and junior high-school texts, survey courses in science for college freshmen, and the semipopular literature interpreting science which has increased rapidly in recent years.

Limitations upon the achievement in science by elementary-school children lie, not in the lack of capacities of the children of this age level to learn science but in the lack of richness of teacher background which prevents them from making use of their opportunities. Teachers desire, and rightly so, to make their classroom teaching grow out of the needs and experiences of their children. But children cannot become interested in what has not been revealed to them. Any study of countries, periods of history, or geography provides opportunity for dealing with the science materials as well as the art, literature, music, and social conditions.

A framework within which a science program may be developed may be approached in two ways: (a) from an analysis of the needs, interests, and experiences of the children in the classroom; and (b) from an analysis of organized science to determine what the significant social needs of adults are and how the problems involved may be solved. Each has advantages and disadvantages. Attention to the first method of approach alone, altho consistent with the theory of the psychology of the learning process, will result in a weak science program unless the teacher background is unusually strong. The chief disadvantages of approach thru organized science, a tendency to verbalism and stressing needs of the science specialist rather than of daily living, may be avoided by consciously recognizing these dangers.

There are many "right" ways of organizing elementary-school science, but any way which does not provide for active participation by the children with firsthand science materials is wrong. The ingenious teacher may devise ways of carrying on such activity with simple equipment.

SECRETARY'S MINUTES

Boston, Massachusetts

Business Meeting, July 2, 1941

The meeting was called to order by President Jack Hudspeth at the Massachusetts Institute of Technology, Cambridge.

The minutes of the last meeting were not read because the secretary was absent. A temporary secretary was appointed by the president.

The Nominating Committee, consisting of Norman R. D. Jones, St. Louis, Mo., *chairman;* Philip Johnson, Ithaca, N. Y.; Theodore Sargent, Swampscott, Mass.; and Margaret F. Burke, San Antonio, Texas, made its report as follows:

> The officers of the Department of Science Instruction are: president, term expires in 1941; vicepresident of eastern states, term expires in 1944; vicepresident of western states, term expires in 1943; vicepresident of north central states, term expires in 1942; vicepresident of southern states, term expires in 1941; secretary, term expires in 1941; and treasurer, term expires in 1941.
>
> Thus we must elect a president, vicepresident of southern states, secretary, and treasurer. It is the pleasure of this Committee to suggest for re-election: Jack Hudspeth, Austin, Texas, for president; Greta Oppe, Galveston, Texas, for vice-

president of southern states; and Aelfric James, Easton, Pa., for treasurer. We nominate for election Nathan Neal, Cleveland, Ohio, for secretary.

It was moved by Mr. Jones that the report be adopted and that the slate as presented be elected. Seconded. Unanimous passage.

The president announced the resignation of George Skewes, vicepresident of the north central states, due to an excess of work. Norman R. D. Jones of St. Louis was appointed by the president to fill the unexpired term of Mr. Skewes.

Earl Glenn, Montclair, New Jersey, substituting for Ira C. Davis, who could not be present, read a report on the progress of the National Committee on Science Teaching. Philip Johnson, substituting for Mr. Davis, read a report from the Committee on the Formation of a National Council of Science Teachers. Mr. Johnson moved the adoption of this report. Seconded. Passed.

Mr. Johnson then moved that the Department continue its activities until a specific plan for a National Council has been referred to the members and this plan has been adopted under the conditions of our constitution. Seconded. Passed.

There being no further business, the meeting was adjourned.

MARGARET F. BURKE,
Secretary pro tem.

REPORT OF THE NATIONAL COMMITTEE ON SCIENCE TEACHING

During the past year the National Committee on Science Teaching held one general meeting in Atlantic City in February. About 90 members and consultants attended. Those present were in direct contact with about 11,000 science teachers.

At present three reports of the Committee are being prepared. They will be ready for consideration this fall. These reports will deal with a philosophy or a frame of reference, with the desirable functional outcomes, and with teacher education. If the NEA is not willing to publish these reports, we have offers from commercial publishers that will make it possible to publish them. The main thing now is to have them written.

I have attempted to spend less than our allowed budget ($1000) this year to make up the expense of the cooperative study with the Research Division of the NEA, which was charged to our funds.

I am making a final request for $1000 for next year to complete the work undertaken by the National Committee on Science Teaching. That will bring us up to the point where others can take the reports and prepare materials for classroom use.

While it may have appeared at times that the Committee was not making progress, I have felt that all members and consultants were eager to cooperate with each other and do a good piece of work. We expected differences of opinion. We held meetings to discover what those differences were. When the fog and different meanings of terms were cleared away, there were few differences of opinion. It is difficult to overcome inertia and tradition, but I feel that the Committee has done this better than any group I have worked with up to this time.

The democratic process is a slow one. However, I do not believe that this has been the case with the Committee. In view of the large number of teachers enrolled in this work, I believe that we have made much progress in a little more than two years. If any Committee can complete a program such as ours in three years, I believe that it has made excellent progress.

IRA C. DAVIS, *Chairman.*

REPORT OF COMMITTEE ON THE FORMATION OF A NATIONAL COUNCIL

Soon after the meeting in Milwaukee in July 1940, a request was sent to each member of the National Committee on Science Teaching, inviting him to become a member of the Committee on the Formation of a National Council. All accepted the invitation with the exception of Mr. Preston. He has been in ill health for the past year and has had to give up all outside activities. Later, letters were sent to each member soliciting his suggestions and recommendations.

I have met with some members of this Committee several times this year. One meeting was held in Chicago, another in Cleveland, and two in Atlantic City. No attempt was made to have all members meet at any one time because of the expense involved.

The Committee has solicited funds from two foundations without success. Two more foundations are being solicited at present, but it will take some time to make a complete presentation of the requests of the proposed council.

The Committee members feel that a large majority of the science-teacher organizations are in favor of a National Council and are willing to assist in its organization. They are not all agreed on the type of organization which will best fulfil their needs. This is not unexpected because we have not had a meeting in which we could make definite proposals toward the formation of the Council.

The Committee investigated the possibility of securing advertising for a proposed journal which the Council would publish, if organized. Letters were sent to publishers and to manufacturers of furniture and apparatus, and favorable returns were received. We also received offers of support from two of the present magazines in science education. Officers of the Central Association of Science and Mathematics Teachers discussed with some members of the Committee the possibilities of cooperation in the publishing of a magazine. Since no definite organization has been formed, the Committee members could not make any definite proposals. All that could be done was to secure the consensus which existed.

After the Committee received a refusal of its request for funds from the Carnegie Foundation, a letter was sent to each member of the Committee to see if he would be willing to attend a meeting in Washington, D. C., at his own expense. A Council could be formed if such a meeting were held because all but two members of the Committee said that they would attend such a meeting.

As chairman, I have not felt that such a meeting should be called now. I still have hopes that we can find a way to secure funds to underwrite the expenses for a National Council for one year. It would be a financial hardship to have members attend such a meeting at their own expense.

Some members of the Committee feel that the defense program may cause difficulties in initiating a new council. The possibilities of getting memberships would be decreased because so many young teachers will be drafted into the army or navy.

The Committee hesitates to form a National Council without first getting some financial support. They do not want to initiate a Council if they are not certain that it will succeed. If funds are secured, we can organize the Council within the next month or two. If the national emergency did not exist, most members feel we should organize the Council without financial assistance and attempt to make the organization self-supporting from the beginning. This is not impossible because the Committee has received offers of $2000 in gifts from publishers, which amount would be used later to pay for advertising in a journal published by the Council.

The field was canvassed for possible full-time secretaries for the National Council. Since we had no budget on which we might base a salary, we could go no farther than discuss the qualifications of the persons considered.

I see no reason why the Department should not continue the Committee by reappointing its members or by appointing new members for it.

In conclusion, I will say that a National Council of Science Teachers could be formed now if the next year or two did not present so many uncertainties.

IRA C. DAVIS, *Chairman.*

Department of Secondary Teachers

HISTORICAL NOTE

The department of secondary teachers *was established in 1886. It lapsed temporarily in 1924. In 1931 it was revived by the Delegate Assembly of the National Education Association at its annual convention in Los Angeles. At the San Francisco meeting in 1939 the name of the Department was changed from the Department of Secondary Education to the Department of Secondary Teachers.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Hardy R. Finch, Greenwich High School, Greenwich, Conn.;* FIRST VICEPRESIDENT, *E. B. Hargrave, George Washington High School, Indianapolis, Ind.;* SECOND VICEPRESIDENT, *Mary E. Lynch, Dorchester High School for Girls, Dorchester, Mass.;* SECRETARY, *Corda Peck, Collinwood High School, Cleveland, Ohio;* TREASURER, *I. Raymond Hutchinson, Thomas Jefferson High School, East Orange, N. J.;* EXECUTIVE SECRETARY AND EDITOR, SECONDARY EDUCATION, *Ernest D. Lewis, Room 602, 130 W. 42nd St., New York, N. Y.*

This Department meets once a year, in July. The dues, $1, may be sent directly to the National Education Association. The principal publication is a bulletin—issued five times a year.

BOSTON MEETING

WHAT LIES AHEAD IN SECONDARY EDUCATION

FREDERICK J. MOFFITT, DIRECTOR OF PUBLIC RELATIONS, NEW YORK STATE TEACHERS ASSOCIATION, ALBANY, N. Y.

TODAY AND TOMORROW the interpretation of the American schools to the public is more essential than ever before in history. When all the institutions of democracy are sorely beset by the greedy tide of totalitarianism, it is more essential than ever that the public realize the unique and important place which the school fills in a democracy. The public must understand the historical backgrounds of free public education. People must remember the ideals which brought the public schools into being. They must know the economic channels which make free public education possible. They must realize that education is the basic defense against the enemy within and without our gates. In a time of unrest and worry, with hundreds of dramatic activities competing for public attention, the process of bringing the facts to the public is difficult. But it must be done in increasing measure in order that the schools may survive as an effective agent of democracy.

Who shall be the interpreters of the school? Everyone who is concerned with education and who realizes that the free public school is essential to protection of democracy—who knows that any failure of the school is, in a very real sense, failure of democracy to function.

The following are suggested ways in which all teachers of the school can participate in the program:

They can try to know their own school better. They can make every effort to understand the work of their colleagues and the added problems of school administration. They can study the efforts of the school to meet the accelerated defense program, the increasing need of physical and health education, and the guidance work. They can study the philosophy which has brought the American school to its present important position and attempt to exemplify that philosophy in their daily work. They can fight militantly to present a similar understanding of the school philosophy to their friends, to the mothers and fathers of their students, and to every community agency.

They can work for solidarity and the highest ethical standards among their own colleagues. They can promote friendship and democracy among their fellow teachers. The schools cannot do their job without complete solidarity and understanding in the profession.

They can guard their health realizing that, in time of national emergency, their work must conquer added stresses and strains. Just as in the armed services and in industry, the casualties of illness are more serious than the casualties of "enemy" action.

They can keep their classrooms free from the jitters; they can recognize that students are under increased strain and worry. They can do the best job of teaching that they know how to do and try to keep their classrooms

efficient workshops free from worry. They can teach cheerfully and constructively. The real picture of the school is given to the public thru the eyes of the child.

They can keep their chins up, shoulders straight, and brains alert. In a very real sense, they can realize that they have been inducted into the army of democracy and that they are one of the links in the mighty chain supporting the American way of life.

WHY DOES THE PUBLIC MISUNDERSTAND THE SCHOOLS?

MILLICENT TAYLOR, EDUCATION EDITOR, CHRISTIAN SCIENCE MONITOR, BOSTON, MASS.

An editor of a newspaper stands somewhere between the schools and the reading public. Looking out over this vast continent at the schools, and across to Continental Europe and Great Britain, to India, China, Japan, and now increasingly to education in South America; looking out, too, at the public of our own and these other lands, I am in a sort of watchtower. On the one hand, I am constantly in touch with individual schools, teachers, adult education agencies, boys' clubs, youth leaders, and libraries, collecting detailed information as to methods that have succeeded—a high-school conservation unit here, a library book club for young mothers there. On the other hand, I am continually dealing with that portion of the general public which is at least potentially interested in schools, in self-improvement, job training, and youth employment, because they have children and young people of their own, because they are ambitious to improve themselves, or because they are clear enough about their responsibilities as citizens of a democracy to realize they must know what the schools are doing and why.

From my watchtower I see a vast educational setup in America that is infinitely thrilling in its achievements and possibilities. A concept of universal educational opportunity as an ideal, continuous education on thru adulthood for those who seek it, the meeting of all kinds of needs thru all sorts of schools and courses, with experimental work going on, with libraries and museums doing active educational work, with earnest effort to improve teacher training being made and the ideal of reaching the whole child being increasingly put into practical action—these are the precious possessions of every American, these are part of the American dream.

There are Americans who support education loyally with their constructive appreciation and with their readiness to serve it where they can. But far greater in numbers are masses of Americans who have no active feeling concerning the schools, who know little of what educators are trying to do, and who know nothing of the improvements in the curriculum and in teaching approaches. Then we know that there is a loud-spoken minority—I hope it is a minority—which, probably with sincere intentions, is an active enemy of American education, in that thru organized and sometimes vitriolic attacks against some one aspect of education it does much to break

down public confidence in the whole of education. Perhaps it is because these regrettable attacks find voice, often to the exclusion of interpretative or supporting articles in the newspapers and magazines, that I am sharply conscious of the influence of these critics upon the vast mass of Americans who know and care too little to investigate for themselves and are therefore easily swayed into snap judgments and mob opinions, that the schools are in a bad way.

I wish I could line up before you the number of persons who have in substance, since these attacks rolled up, spoken or written to me of their fear that the public schools were dangerous hotbeds of subversive teaching of un-American viewpoints, or at the very least were doing nothing for children. You have seen in magazines and newspapers some of the articles and news reports which have spread these notions among uninformed people. But possibly because they focused upon a set of books you yourselves do not use, or a type of experimental teaching you personally do not agree with, or some other aspect of education that does not seem to touch you closely, you have deplored them without studying what brings them into being.

I am not in the habit of crying "Wolf, Wolf" or of waving red flags; yet, putting these published attacks with what I know of the American public, I earnestly submit that educators cannot take them too seriously.

Why does the public misunderstand the schools? My experience with both the public and the schools leads me to cite three interrelated main reasons. (a) American people know too little about what goes on in the schools and what educators (including school librarians) are trying to do. (b) They have been encouraged to feel that the schools and teaching are things apart. In a laudable effort to dignify and professionalize teaching and protect our schools from ignorant interference, we have built up a separatist thesis which has outlived its usefulness and now threatens our future. (c) Accepting the build-up that educators and their schools are not a part of the average citizen's daily consideration, the average citizen, whether or not he is a parent, has gone on year after year with little or no personal contact gained thru the wholesome experience of mutual sharing.

Led by the National Education Association and by some of the schools of education, you teachers are being encouraged today more and more to accept responsibility for building a program of public relations. In facing the reasons why the public misunderstands the schools, it is important that teachers accept their individual shares of the job of "public relations." You are a group of experts. You and I know the tendency of experts simply to bring in another kind of expert to handle a situation. Furthermore, there is danger in relying wholly upon the idea that a well-organized public relations department, with trained publicity expert and a staff and a list of "objectives," is the complete answer. In the last analysis the job is yours, individually.

From my editor's watchtower, I earnestly urge you not to formalize your public relations. Keep them flexible. Do not congeal them into a system with points A, B, and C. The publicity man, the advertiser, and the

business firm all have something to teach you; but their complete setup is not for you. Do not let them convince you. Like everything else that has been deeply worthwhile in educational development, this is a pioneering job. You must work out your own ways of helping our citizens understand and feel a genuine part of the schools. Thru studying the whole problem, you are the only ones who can make education in the fullest sense of the term "*public* education."

You are told that every teacher must be an interpreter. This is true, as I see it, far beyond what most people mean when they say it. It is not enough merely to interpret the work of your department to the parents of your pupils. In the case of an international meeting, an interpreter must know both languages; as interpreters we must know well both fields—the school and the public.

Let us ask ourselves honestly whether we really know our schools. I have been a secondary-school teacher myself and I remember how absorbed we all get in our own "subject"—in fact we can be thoroly occupied merely keeping up with subjectmatter and methods in our own subject field. We need to get a bigger and clearer understanding of what education is all about—to know the school beyond our special field, know the students beyond their classroom contact with us. We need to know their parents and other citizens of the community—not primarily as parents but as fellow beings who live and work alongside us.

This means that most of us need to push our horizons out beyond our classroom into active community living. It means that we not only should make full use of present contacts with the community but that we should make more contacts. It means that in addition to our present small channels of approach between our classrooms and our pupils' parents, we should develop other usable channels that will go in two directions.

While continuing to improve ourselves as experts, let us also make a greater effort to know education from a popular approach, seeking out the things that our citizens would like to know. The schools are full of exciting activities and developments that teachers take as a matter of course.

Teachers must know their schools to be able to interpret them, and they must constantly be on the alert to help the people of the community realize that the schools are not on some other planet. One way of doing this is to be a normal member of the community. Another is to do away with all traces of pedagogical language in one's daily speech. When educators talk about "patterns," "realized objectives," and "expected outcomes," the public scents an academic rat and turns to fields it considers more interesting, convinced that the schools are some separate entity with a purpose and a jargon all their own. To do away with this wrong impression, we, in our actions, in our daily living, and in our speech, as teachers and school librarians, must never slip in our efforts to draw Mr. and Mrs. Citizen close, and to win them to claim their enthusiastic share in building education the American way.

EDUCATION FOR WESTERN HEMISPHERE SOLIDARITY

PAULINE P. SCHWARTZ, NEW HAVEN STATE TEACHERS COLLEGE, NEW HAVEN, CONN.

The schools are only one of the forces developing people who make or break Western Hemisphere solidarity. Educators must be realistic about this and strive to produce a clear-thinking citizenry which really wants solidarity.

Solidarity requires unity of purpose and mutual respect based on wide and deep understanding. These we have not had. The most potent force in preventing solidarity has been indifference on the part of our citizenry. We have permitted ignorance and materialism to blot out a chance for understanding and solidarity.

However, tho late, since the 1920's our government and our people have been waking up. The present crisis is making us wide-awake and schools can now have a real part in developing a unified hemisphere.

First, the teacher must really *want* the people of the United States to do their part in developing unity of purpose and mutual respect which lead to solidarity. Then the teacher must develop students who are clear-thinking, constructive citizens, thru the use of all available technics and materials. The alert teacher will find many effective technics in modern education. The recent books on all phases of Latin American culture—and all phases must be considered—and such groups as the State Department, the United States Office of Education, and the Pan American Union will provide valuable materials of instruction.

We have a great opportunity and a great responsibility, for he who has the youth has the future.

EDUCATION FOR DEMOCRACY

RALPH BARTON PERRY, HARVARD UNIVERSITY, CAMBRIDGE, MASS.

To be a good citizen in a democracy it is not sufficient to possess information; it is necessary to possess certain traits of character. To be democratic consists of two things, sometimes separate, sometimes commingled—namely, an art and an attitude. A good democratic citizen is an individual who knows how to play his part in a democratic society—that is his art; and who loves democracy—that is his attitude. It is clear, therefore, that education for citizenship in a democracy consists in implanting certain skills and habits and in directing the will and the affections.

The essence of a good democratic citizen is to know how to vote wisely and independently. He votes for men and for measures; he must therefore know how to judge men and measures. One way of learning how to judge men is to make the acquaintance of good men and to examine their traits. To be able to vote intelligently on measures, whatever the degree of his schooling, the citizen must inform himself from year to year, even from day

to day, on the issues created by changing events. For this he can be prepared only by learning how to read newspapers, magazines, and books; how to detect errors and lies; how to resist emotional intoxication; and how to keep a sense of proportion and an eye on the main objectives.

Democracy is not merely a form of government which divides men into voters and officials but a form of society which affects all the relations of men. In democracy, every man is a citizen, but that is not all he is. He is neighbor, employer, worker, lawyer, doctor, teacher, artist—everything that a man can be—in all these capacities and in all these relations he owes something to democracy. It is in this wider and deeper sense that democracy embraces the following four qualities: tolerance, liberty, equality, and humanity. These qualities involve intelligence, but they express themselves in conduct and can be acquired only by their exercise.

Democracy is not merely a form of skill; it is also an emotional attitude. The democrat is distinguished by what he loves. Indeed, he could not possess the art if he did not possess the attitude. To be tolerant is to prefer tolerance to intolerance; to be free is to desire freedom for oneself and for others and to be the enemy of every kind of slavery; to be equal is to resent arrogance and to enjoy a relation of mutual respect with one's fellows; to be humane is to feel compassion for one's fellowman as a sufferer, to desire his happiness, and to honor him as a being of unique dignity. To be democratic is to love a society in which men are tolerant, free, equal, and humane; and to hate every opposite form of society. If a man is democratic he will breathe only in an atmosphere of democracy and feel at home there.

It follows that democracy cannot be taught without an appeal to feeling. When you teach people to be tolerant, free, equal, and humane, you have to excite them. If you leave them indifferent, you have taught them nothing. In short, the essential democratic attitudes are moral attitudes.

Democratic character, like all character, is a product of action, in which repetition gives rise to permanent dispositions. Every relationship with a fellowman creates an opportunity for the exercise of democratic virtues.

Democracy may and should begin at home, but it cannot stop short of a comprehension of all mankind. The true democrat cannot be an isolationist in any sense of that term. No fellowman, however remote, can be an object of indifference. Every fellowman is either a friend or an enemy—an enemy only until he can become a friend. Even the generations to come are the victims or the beneficiaries of those who live today. A man's democracy is incomplete until his code of tolerance, liberty, equality, and peace is as long as history and as wide as the world.

In the present hour of the country's extremity, military requirements must be met first. This is unavoidable because the enemy against whom we prepare does not await our convenience, but tries, if he can, to catch us unprepared. When, therefore, we are told that for military purposes we need training in mechanics, physics, chemistry, engineering, and the skilled trades, it is our duty as citizens, and it is the duty of our educational institutions, to meet that need.

Already the demands of the defense industries and the armed services, and the policy of deferment, are creating a drift of students into technical subjects. We read that modern war is waged with machines, and as long as we live in an atmosphere of war the prestige of these subjects will be exalted in the public mind as never before in our history.

This brings us to the crux of the subject. Science and technology are international. There is no difference between a Nazi or a Fascist engineer and an American engineer, considered solely as engineers. The same is true of physicists, chemists, physicians, mechanics, and industrial workers. If the World War develops into a struggle between two great aggregations of technicians, what, then, becomes of the issues of the war? If our future victory is to be a victory for democracy, we must see to it that we remain democratic. We must see to it that our technicians are more than technicians, and that, besides the skills in which they resemble the technicians of the enemy, they possess minds and hearts loyal to the creed of democracy.

It is your responsibility to keep democracy alive in your own hearts and minds. It is your responsibility to see to it that the youth of America are, when they leave your classrooms, tolerant, free in spirit, equalitarian, and humane; and that their love of democracy is already burning with an inextinguishable flame. If you can do this, supported by parental influences, and by such liberality as can be kept alive in our colleges and universities, then we can be assured that our future victory will bring something more than survival and security. Then we can hope that such a victory will earn the deep gratitude of posterity, and will be recorded in history as a forward step in the progress of mankind.

EQUIPMENT FOR OUR FUTURE CITIZENS FOR HEMISPHERE UNDERSTANDING

HYMEN ALPERN, PRINCIPAL, EVANDER CHILDS HIGH SCHOOL, NEW YORK, N. Y.

Civic responsibility for us in this country today, awakened to all the implications of our New World destiny, requires an understanding and an appreciation not only of local or even national interests, but also of those of our 100,000,000 fellow Americans in the twenty republics to the south. Geographic accidence, historical scope, scientific progress, and recent cataclysmic events, political and economic, have ordained for all of us Americans a common fate. The objective of human relationships, as always envisaged by the liberators of the Americas, is the achievement and evolution of national and international communities in which the dignity of man is respected and his spirit made free to seek the noble levels of life.

This ideal of a democratic and cooperative citizenship in a greater America depends for its fulfilment on the education our youth receive. Education in inter-Americanism will lead them from the narrow bounds of provincial regionalism into the open broad-mindedness of an America coextensive with our hemisphere. Knowledge of the life and customs of our

neighbors, understanding of their part in the scheme of human affairs will spiritually fortify from within the hemispheric solidarity now being forged by the compelling menace from the outside.

In colleges and in secondary schools, education for inter-American friendship has been making strides in this country. In contrast to the field of higher education, in the high schools inter-American education has been confined thus far almost exclusively to the activities of the Pan American Club. Tho club leagues such as the Pan American Student Forum of the Southwest and the Pan American Student League of New York (now the Student League of the Americas) have made vital contributions to the inter-Americanization of our secondary schools, the goal cannot be achieved unless, as the Educational Policies Commission puts it, "education for inter-American friendship permeates the entire curriculum."

The total challenge to human freedom and cooperation for the common good must be answered with the marshaling of all the material, moral, spiritual, and intellectual forces of democratic education. Rededicating ourselves to the cause of human freedom, equality, and dignity, we must thru education for those ends make sure that our children will just as faithfully keep that precious adjective "new" in front of our American world.

SECRETARY'S MINUTES

Boston, Massachusetts

First Session, Monday Afternoon, June 30, 1941

"What Lies Ahead for Secondary Education" was the theme of the first session which consisted of a general meeting and twelve joint conferences of the Department of Secondary Teachers and subject groups. The general meeting and most of the joint conferences were held in the Boston Latin School and adjoining educational buildings.

Much of the success of this first session was due to the cooperation of the High School Women's Club of Boston and the assistance of departments and associations such as the American Classical League, the Department of Art Education, the National Council of Teachers of English, the National Vocational Guidance Association, the Department of Home Economics, the American Industrial Arts Association, the National Association of Journalism Directors, the NEA and ALA Joint Committee on School Libraries, the National Council of Teachers of Mathematics, the National Federation of Modern Language Teachers, the National Association of Teachers of Speech, and the Department of Visual Instruction.

Valuable papers were read at the general meeting and the joint conferences. Many of these will appear in the October 1941 and succeeding issues of *Secondary Education,* the official organ of the Department of Secondary Teachers. The papers read at the general meeting were as follows: "The Twofold Aspect of English Learning," Charles Swain Thomas, Harvard University, Cambridge, Mass.; "The Function of Secondary Education in a Modern World," George E. Shattuck, principal, Norwich Academy, Norwich, Conn.; "The Teacher and the Public," Frederick J. Moffitt, director of public relations, New York State Teachers Association, Albany, N. Y.; and "Home, School, and Democracy," Freda G. Winning, assistant professor of education, New York University, and Department of Textile Arts, Christopher Columbus High School, New York, N. Y.

Second Session, Tuesday Morning, July 1, 1941

This session was a luncheon conference. Secondary-school librarians and members of the Department of Art Education joined in the conference. Ernest D. Lewis, executive secretary of the Department, presided.

The following speakers read papers on topics affecting secondary-school education: John Coulbourn, principal, High School, Garden City, New York, "The School Library's Contribution to Education in a Democracy"; Millicent Taylor, education editor, *Christian Science Monitor,* Boston, "Why Does the Public Misunderstand the Schools?"; Pauline Schwartz, New Haven Teachers College, New Haven, Conn., "Pan American Unity"; and Gordon Reynolds, president, Massachusetts School of Art, Boston, "Art Educational Adjustment in a Transition Period."

The conference was held in Fountain Court, the outdoor garden of the museum. The director of the Museum of Fine Arts welcomed the guests of the afternoon at the museum and music was furnished by a special orchestra and singer from the Boston Symphony Orchestra.

Third Session, Wednesday Afternoon, July 2, 1941

"Education for Citizenship in a Democracy" was the theme for the third session, which was quite appropriate. This session was held in Faneuil Hall. E. B. Hargrave of the George Washington High School, Indianapolis, Indiana, and vicepresident of the Department of Secondary Teachers, presided.

Mary E. Lynch, president of the High School Women's Club of Boston, welcomed the guests and the following papers were presented: "Education for Democracy," Ralph Barton Perry, Harvard University, Cambridge, Mass.; "Citizenship Recognition—An Educational Program," Hugh Bonar, superintendent of schools, Manitowoc, Wis.; and "Equipment for Our Future Citizens for Hemisphere Understanding," Hymen Alpern, principal, Evander Childs High School, New York, N. Y.

After the conference, guests were shown thru the historical room in Faneuil Hall maintained by the Ancient and Honorary Artillery.

Business Meeting

The annual business meeting of the Department of Secondary Teachers followed immediately after the second session, Tuesday afternoon, July 1, at the Boston Museum of Fine Arts. In the absence of the president, the first vicepresident, E. B. Hargrave, George Washington High School, Indianapolis, Indiana, presided. Corda Peck, Collinwood High School, Cleveland, Ohio, acted as secretary in the absence of Edith Titcomb, of the Woodrow Wilson Junior High School, San Jose, California.

The minutes of the 1940 meeting at Milwaukee were read and accepted.

The treasurer, Hardy R. Finch, Greenwich High School, Greenwich, Connecticut, presented a financial statement which included an overdraft, as of May 31, 1941. Ernest D. Lewis, executive secretary, explained the overdraft, placing considerable stress on the unexpected refusal of the Executive Committee to permit advertisements for two years in the Department's publication. Additional expenses incurred in the publication of the June issue of *Secondary Education* will be partly covered by income from advertising (temporarily permitted) and new memberships, the treasurer explained.

Ralph Christen of Detroit, Michigan, moved the creation of a finance committee consisting of the president, the treasurer, and the executive secretary to take charge of expenditures in order to maintain a balanced annual budget. Frieda Lichtman of the Julia Richman High School, New York City, seconded the motion to create a finance committee. To this committee, Hardy R. Finch submitted a plan to operate within the budget.

The report of the president, George R. Rankin, Boys' Technical High School, Milwaukee, Wisconsin, was read by Ernest D. Lewis, executive secretary. Mr.

Lewis also reported on the activities of the Department since its creation in 1932 and during the schoolyear, 1940-41. He especially stressed the active and successful work of the Committees on Inter-American Relations, on Motion Pictures, on the Use of the Radio in Secondary Schools, on Civic Education, on Junior High-School Pupil Attitudes. Mr. Lewis said that other committees were set up and ready for work. These included the Committee on Integration of High-School Subjects, the Committee on Consumer Education in the Secondary Field, and the Committee on High-School Methods of Instruction. The reports of the various committees are expected to appear in early issues of *Secondary Education.* The increased use of this Department as a clearing-house for information regarding high-school problems was explained, as were also the constant contacts made with the educational press and radio, by the executive secretary.

William Lewin, Weequahic High School, Newark, New Jersey, suggested that an amendment be submitted to the membership of the Department—creating an additional office to be known as second vicepresident. Mr. Lewin moved that it be published in *Secondary Education* in order that the members have a chance to act on it. Unanimous approval. Pending acceptance of the amendment, Mary E. Lynch, Dorchester High School for Girls, Dorchester, Massachusetts, was authorized to act as second vicepresident.

Unanimous approval was given to the motion that the Department of Secondary Teachers be authorized to continue unabated its activities as a department within the National Education Association for the year 1941-42.

The following officers were unanimously elected: president—Hardy R. Finch, Greenwich High School, Greenwich, Conn.; first vicepresident—E. B. Hargrave, George Washington High School, Indianapolis, Ind.; second vicepresident—Mary E. Lynch, Dorchester High School for Girls, Dorchester, Mass.; secretary—Corda Peck, Collinwood High School, Cleveland, Ohio; treasurer—J. Raymond Hutchinson, Thomas Jefferson High School, Elizabeth, N. J. Ernest D. Lewis was reappointed as executive secretary and editor of *Secondary Education,* the official bulletin of the Department.

The executive secretary was empowered to write letters of appreciation to the High School Women's Club of Boston, to Mary E. Lynch, to Elizabeth O'Neill, and other Boston teachers for unusually helpful cooperation in connection with the conferences of the Department at Boston. He was also empowered to write a note of appreciation to the former president, George R. Rankin of the Boys' Technical High School, Milwaukee, Wisconsin, for three years of devoted service to the Department and to the furtherance of the interests of secondary-school teachers.

CORDA PECK,
Secretary pro tem.

Department of Supervisors and Directors of Instruction

HISTORICAL NOTE

THE DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION *in its inception was an independent society called the National Conference on Educational Method, organized in February 1921. The first number of its publication, the* JOURNAL OF EDUCATIONAL METHOD, *was published in September of the same year. In July 1929 the organization was accepted as a department of the NEA. The Department publishes a yearbook, and a journal, now called* EDUCATIONAL METHOD. *Membership in the Department is open to anyone interested in better teaching. Its function is to contribute to teacher growth in furtherance of the fundamental purposes of education thru professional leadership. Its immediate object is, as stated in its Constitution, "the improvement of supervision and teaching." The officers and members of the Department are working together in a program designed to offer the type of educational leadership that will secure growth and improvement in teaching on all levels, elementary, secondary, and college. This group is aware of the fact that the quality of instruction found in a school system is directly related to the quality of the supervision provided by that system. The membership of the organization is composed of leaders in all fields whose job it is to improve instruction. The Department is keenly interested in the progress of both in-service and pre-service training of teachers. Annual dues, $4, are payable to the executive secretary. National meetings are held twice a year, in connection with the conventions of the NEA and of the American Association of School Administrators. Local, state, and regional meetings are held periodically.*

The officers for the year 1941-42 are: PRESIDENT, *Dale Zeller, Associate Professor of Education, Kansas State Teachers College, Emporia, Kans.;* FIRST VICEPRESIDENT, *William T. Melchior, Professor of Educational Supervision, Syracuse University, Syracuse, N. Y.;* SECOND VICEPRESIDENT, *H. Ruth Henderson, Supervisor of Elementary Education, State Board of Education, Richmond, Va.;* FIELD SECRETARY, *James F. Hosic, Professor Emeritus of Education, 50 Rockland Avenue, Yonkers, N. Y.;* EXECUTIVE SECRETARY, *Ruth Cunningham, 1201 Sixteenth Street, N. W., Washington, D. C.;* EXECUTIVE COMMITTEE, *Edith M. Bader, Assistant Superintendent of Schools, Ann Arbor, Mich. (term expires 1942); Rudolph D. Lindquist, Director, Cranbrook School, Bloomfield Hills, Mich. (term expires 1943); Maycie Southall, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tenn. (term expires 1944); and the officers of the Department, ex officio.*

ATLANTIC CITY MEETING

HOW CAN INSTRUCTIONAL LEADERSHIP BE UNIFIED?

HAROLD SPEARS, DIRECTOR OF RESEARCH AND SECONDARY EDUCATION, PUBLIC SCHOOLS, EVANSVILLE, IND.

THIS PAPER has one proposal to make and to develop: the proposal that instructional leadership has for years been unified as far as the administrative pencil-and-paper pattern of the program is concerned, but that as far as the development of children is concerned, instructional leadership is as disassociated as are the respective educational points of view held by those who find themselves in the so-called positions of leadership. Unified instructional leadership calls for something more than the delegation of authority and the distinction of responsibility.

Recently, this question of unification, or lack of unification, of the activities of supervisors, directors, and administrators in a school system was presented to the superintendents of forty school systems large enough to be well staffed with such officials. They were asked if their own schools face such a problem; if so, what steps are being taken to meet it; and if not, how it has been avoided.

After having reviewed the replies to the inquiry, had I not already been of the opinion that school administration at times has difficulty seeing the woods for the trees (the woods in this case being pupil development and the trees, administrative machinery), I would have relinquished immediately these twenty minutes on this program, reporting to this Department's steering committee that no such problem exists, or at least is not generally recognized by these larger school systems that support a chain of directors, supervisors, and specialists.

Faith in line-and-staff pattern—Invariably those who say that their schools face no such problem indicate as the reason a clear distinction between line-and-staff positions. One superintendent points out that under the organization plan of their system, principals are in charge of their buildings and supervisors and directors are consulting experts, with final authority in the superintendency. Another says that the problem is not serious, because there is a careful delegation of authority with official relationships well established, the administrative authority passing down the line from superintendent to assistant to principal to teacher, with supervisors as staff officers who serve rather than administer. Likewise, a third says the problem is avoided because of definite limits in positions; a fourth sends the rules and regulations which are to assure a common respect of duties; a fifth says that unification of leadership has been perfected by defining the duties and responsibilities of supervisors and principals; and another sends an intricate line-and-staff chart, with the implication that all is well along the Potomac. Let us consider the solution suggested in a majority of these replies from the field; namely, a rededication to the line-and-staff principle of school organization. But likewise, you are obliged

to consider the shady aspects of this popular principle of school operation, as it pertains to instructional leadership.

The line-and-staff matrix came in when the curriculum was considered as something fixed, when it was looked upon as little more than a number of subjects and skills to be manipulated under well-regulated classroom conditions, when the theory of mental discipline still clung to its exalted pedestal, when psychologists were still flirting with the mind-body theory, when the out-of-class activities of youngsters were tolerated rather than encouraged, when efficiency in school operation took precedence over respect for personality, when the school was an institution operated apart from the rest of the community, and when supervision centered its attention upon teacher weakness rather than upon curriculum improvement. Even if the line-and-staff principle is not to be held accountable for this early association with questionable companions, there are other aspects of its record that should be questioned.

It came in to facilitate the launching of special subject supervisors into a rather well-fixed school situation, the point of contention being that the subject specialist might attempt to wrest authority from the principal, thus throwing the classroom teacher into a dither in respect to the precedence of orders. The obligation of organization-for-supervision to the classroom teacher apparently was considered ended with the definition of the limits within which principal and special supervisor were to be allowed to exercise authority over her. The prevention of the overlapping of authority was the prime concern, implying that instructional blueprints were to be handed down from somebody, and that the teacher must know to whom to pay homage should there be conflict between the plans of the principal and those of the staff officer. So impelling is the faith in planned administration in American education, a democratic give-and-take conception of instructional leadership has a struggle if it gets beyond the printed word on the page.

But you and I who shuttle back and forth each day between headquarters office and classroom know full well that the effective improvement of instruction thru an in-service program calls for something more than settling conflicts between principal and supervisor, or between supervisor and director. Thinking in respect to the improvement of instruction needs to begin on ground more hallowed than that represented by the question of who is in authority. Certainly, if we are to provide instruction the intelligent leadership that it needs, we must first read out of our conception of school operation some of its false premises.

A new instructional situation—Even if the discussion of this topic that is to follow were to concede that the line-and-staff pattern of operation served in a fair way to unify instructional leadership a few years ago, it could not automatically be concluded that the pattern would fit today's situation. In recent years, general curriculum practitioners, guidance leaders, research workers, and similar directors have been added to the original headquarters staff of special subject supervisors. This new crop of workers represents the growing concern for the individual pupil and has little in

common with special subjects or special fields as such. As these newer instructional leaders were added, the administration again got out the old line-and-staff principle, dusted it off, and bent it here and there to fit the new situation. But fundamental differences between the new situation and the school situation existing at the time of the principle's origin have been ignored.

The recent deluge of new staff officers represents a unique situation. Whether the average school system actually appreciates it or not, behind this recent creation of the positions of curriculum director, research director, instructional coordinator, guidance director, and all their associates, rests a general dissatisfaction with the existing school program. The inception of these positions represents something much more revolutionary than did the inception of special subject supervisors. Special subject supervisors were brought in to strengthen an existing order, not to change it. The task of changing the curriculum and moving the emphasis of the school program from subject to child is a Herculean endeavor that, if it is to be successful, is bound to call for a few revolutions that even a rigid statement of rights and duties cannot and should not offset. If it can be said that the creation of a curriculum department or the appointment of a curriculum director represents a definite dissatisfaction with the existing school program, it might be asked if it does not follow that it likewise represents dissatisfaction with instructional leadership that already exists in the system. It is quite likely that some of these appointments have behind them nothing more sincere than the desire to keep up with the Joneses, but in the main they indicate that philosophies of education are at stake, and the resulting situation calls for something more than a principle of staff organization to reconcile it. In fact, is not friction in instructional leadership at times the first sign of possible advancement in instructional procedure? The school system that has done so much by law and precept to keep down instructional differences may have been better off had it encouraged conflict, thus forcing antiquated purposes and practices into a death struggle with modern points of view. Actually, antiquated procedures are being sheltered by a line-and-staff principle that has vested their proponents with power.

There is no time to treat here the great variety of complications that have arisen in the large school system with the injection of this new instructional leadership, but it is proper to cite the typical problem. For years, in a particular city of several hundred thousand, the high-school principals have been the leaders in their individual schools, subject specialists bowing in and out of the buildings in a pleasant and peaceful manner as they make their rounds. Friction has been at a minimum, partly due to line-and-staff definitions, but more so because points of view have not differed greatly. Staff officer, line officer, and classroom teacher have all three been furthering the usual subject curriculum, with its typical administrative accouterment, including competitive marking system, daily schedule of rigidly fixed periods, and group standards of achievement. But suddenly the administration looses upon this peaceful scene a new cur-

riculum department, conceived in psychology and dedicated to the proposition that all children are created with personalities. As long as the activities of these new staff officers are limited to teacher discussions, committee meetings, the formulation of instructional objectives, and petty tinkering with existing courses, no conflict arises. But as soon as proposals are made that would transpose from mere conference-room talk to actual classroom practice such phrases as "pupil purposes," "the development of the whole child," and "learning to do by doing," a strain is placed upon instructional leadership that is apt to crack the unity that was verbally attested to in the conference room. For instance, the development of a half-day core program and the consequent dismissal of a number of the formerly taught separate subjects is an undertaking that really tests the unity of professional leadership. It is simple for instructional bigwigs to fuss around in committee meeting and to agree upon fine phrases, but in his growth process the child can get little nourishment from a dry set of objectives. Instructional leadership must realize that the philosophical statement represents merely the recipe for the dishes to be served to the student. And in the preparation of the dish, too many cooks will not spoil the broth if they are sincere to child development in its preparation.

This failure of staff leaders to see eye to eye is a condition that challenges the sincerity of the creation of the new curriculum positions, and is beyond the pencil-and-paper pattern of school operation. Even tho the superintendent may give the new program the right of way, there is still the task of bringing the teachers along with it. And even tho the principal may graciously step back and invite the director to come into the building to develop the new program, the question arises—can such steps be effective without the principal's understanding and concerted support? The reorganization of the school program demands not only unity of statement on the part of the leadership, but asks above all, unity of purpose and effort. Any of us who, as curriculum directors, have attempted to afford leadership to classroom teachers in the development of sounder instructional practices, have keenly felt one way or another the influence exerted by the principal.

False distinctions—Before leaving this discussion of the basic pattern of organization for instructional leadership, as generally followed in this country, it must be recalled that the pattern is founded on the supposition that administration and supervision can be rather sharply separated. Perhaps only on paper—and not at all in practice—can there be made a sound distinction between supervision and administration. Conceive, if you can, of any curriculum improvement that is devoid of administrative aspects. Furthermore, the soundness of any administrative act can be judged by the ability to trace it to the improvement of the learning situation.

At times curriculum reorganization has gone ahead under the direction of the special supervisor or curriculum leader, with the principal left out as tho administration were something apart. Many an educationally promising classroom change has been defeated by the retention of some outmoded administrative technic such as a competitive marking system or a fixed

schedule of short periods. It may be that as a curriculum director you have developed some time or other a new program in a particular school of your city only to see it held back because of a lack of public support and understanding. You see now that the principal held the strategic public relations position and that it was folly to attempt to establish the program without a unity of leadership.

Educational literature has engaged in some wishful thinking in the attempt to distinguish supervision from administration, in saying that "administration executes, directs, tells, orders; while supervision advises with, instructs, stimulates, explains, leads, guides, assists." Supervision of instruction came in as a child of efficiency in school operation rather than having grown up rightfully out of the instructional needs of the school; it tends in practice to retain much of that conception in spite of the attempt to inject other purposes into it. Supervision as the improvement of instruction is calling loudly for new relationships, relationships that can qualify under the term cooperation. The whole tradition of the movement stands as a wall that threatens to throw the call back as a feeble echo. The first demand that supervision made upon educational leadership was a demand for organization, for the exact establishment of authority and responsibility. It was, then, from the very first, tied directly into school administration and management. As we turn to provide for instructional leadership, we need not be concerned about supervision as such and about administration as such, or about supervisors as such and about administrators as such, for true instructional leadership respects no such artificial lines. It begins with pupil-teacher contacts and contributes to the learning situations upon which such contacts depend.

There is another important aspect of this problem of instructional leadership that should be mentioned in passing. It is the matter of protecting the teacher against a number of ambitious instructional leaders, all of whom are developing more or less unrelated programs and, in the name of democratic school procedure, are making heavy demands upon teacher time and energy. As the new staff officer attempts to develop the position, to adjust himself to the system, it is likewise an unsettled period for the teacher with whom his work brings him in contact, for each new position makes new demands upon the teacher. Each new director or supervisor, professionally in earnest and anxious to make a good job of it, demands more teacher-time in committee and clerical work. Participation of the teacher in course-of-study construction or other committee work does not necessarily promise teacher growth, any more than does the establishment of the lines of staff relationship. Any teacher is safeguarded against unreasonable demands when the instructional leader's activities begin with the pupil-teacher growth situation in the classroom.

Suggestions from the field—As was revealed by the answers to the inquiry mentioned previously in this discussion, many school systems are at work attempting to unify instructional leadership in their ranks. Many of these attempts go beyond the mere rededication to the line-and-staff principle. Among these are:

1. Regular meetings of directors, supervisors, and principals to discuss policy.

2. Regular meetings of directors, supervisors, principals, and teachers to discuss policy.

3. The creation of a school policies council, made up of representatives of line, staff, and teaching groups.

4. Changing the title of director of elementary education to *coordinator* of elementary education, to promote unity of action among supervisors and principals.

5. Changing the title of supervisor to *consultant.*

6. The creation of a curriculum council, representing the supervisors, directors, and principals.

7. The creation of a council of teachers and administrators to establish instructional policy.

8. The retention of the usual line-and-staff relationship of supervisor and principal, with the centralization of instructional authority in one position in the central office.

9. The elimination of special subject supervisors and the substitution of all supervision by area, both vertical and horizontal. That is, supervisors of primary, elementary, junior high, and senior high areas.

10. The careful manipulation of supervisors from the central office so that no two are in a building at the same time, thus enabling the principal and supervisor to visit together.

11. The careful designation in the central office of days of the week or month to be used for meetings of particular groups, thus avoiding conflicts and protecting time of teachers, directors, and administrators.

12. Curriculum building by subject areas, an area including representation from kindergarten thru the senior high school.

13. Maintenance of the authority of building principal in all cases except those dealing with curriculum planning, in which instance the desires of the special supervisory officers take precedence.

14. For the purpose of guiding instructional leadership and practice, the development of a sound educational philosophy by the entire school family, administrators, teachers, and pupils—a philosophy which all will understand and attempt to practice.

A few of the superintendents were extremely frank in their recognition and discussion of the problem of unifying instructional leadership and were most solicitous of suggestions. Two or three made a defense for the special supervisor who was so completely sold on his special field that he was constantly seeking to advance it, even to the point of ignoring the possible worth of others. One writes, "When conflict does arise, it is largely because one or the other of the two concerned is emphasizing the idea of authority rather than concentrating on bettering the conditions of instruction for the teachers and the children in the classroom. In other words, personality problems in large school systems will always arise, and occasionally adjustment has to be made by the superintendent of schools, or some other responsible official."

I am sorry that this problem must be referred to another session. The only point of this preliminary statement has been that unified instructional leadership calls for something more than the delegation of authority and the distinction of responsibility. Instructional leadership must stop worrying about authority. It should ask—authority for what? And the only sane answer is—authority to enable boys and girls to develop to the fullest of their capacities in accordance with the rights and responsibilities of the

American way of life. And just as soon as the various officers in a school system can concentrate upon this common purpose—the fullest development of each child—line-and-staff and other artificial distinctions are forgotten in the united effort to accomplish this common purpose; and unless they can concentrate upon this single objective, it will be useless anyway for school management to attempt to work out a scheme of checks and balances, rights and responsibilities, that will bring to the teacher the united leadership that school progress demands. If it is said that this criticism of the line-staff principle is administratively unsound it can be answered that the common emphasis upon the principle has been instructionally unsound; and certainly, instruction should come before administration in providing schools.

The answer to this problem, if found at all, will be found near the classroom and not in a conference of instructional leaders meeting in the central office to determine the limits of their work and authority. Let the superintendent lock his staff of directors and specialists out of their offices, for out where teachers and pupils work and play are the problems and the answers of instruction. By spending at least 50 percent of his time in the activities of the teachers and pupils, the director, the specialist, the supervisor, the principal, and even the superintendent is better able to qualify as instructional leader. Let us keep close to the pupil—no masterminding, no remote control, no curriculum editors, no curriculum office boys. The effectiveness of instructional leadership perhaps bears a direct relationship to the amount of time spent out on the learning front. And when it is asked who is to unify instructional leadership, perhaps the most sensible answer is—the child.

IS SPECIAL SUPERVISION ON THE WAY OUT?

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This paper is written from the viewpoint of a superintendent speaking to his own staff, a number of whom are special supervisors. It is an attempt to face the practical realities of the typical, presentday school system where one must keep in mind not only theoretical considerations, but also the problems which have arisen in many instances thru misinterpretation and abuse of the supervisory function. In discussing this question with my own staff, I should proceed as follows:

Those of you now engaged in supervision are well aware that the positions you hold and the services you render are comparative newcomers to our American public schools. In the nineteenth century few, if any, persons were employed in supervisory work. The superintendent or the principal performed certain supervisory services of a very general kind. That such services were professionally supervisory may well be questioned.

Since 1870 there has been a continuous broadening and enriching of the curriculum. The process has usually been one of introducing a new subject and providing that it be taught in relative isolation from the other subjects

of the existing curriculum. Examples of this are music, art, manual training, household arts, and physical education. Most of us have worked in schools where these subjects have been and still are presented in complete isolation from all other subjectmatter.

The personnel in the special subject fields, altho in many cases they perform what in other fields would be called teaching functions, usually receive somewhat higher salaries and are designated by the term "supervisor" or "director," or another term that explains in some degree their unique status and salary. In saying these things, I realize that in some cases supervisors have been teachers of teachers and that they do in reality have assignments, duties, and responsibilities that differ from those of the typical classroom teacher. Their qualifications, too, are in some cases above those of the regular teachers altho in many other instances this is not true. Often, their sole claim to superiority lies in the fact that their ability, skill, and experience lies in one of these special fields, while equally competent and well-qualified teachers of the more traditional subjects have had somewhat less status and prestige.

Well-founded criticisms have been made of "supervision," but at the same time the most rabid critics have admitted notable exceptions and have recognized that most of the objections are based on procedures and organization capable of modifications toward more useful and acceptable practice. In some systems supervisory services have been provided in such a manner as to create a feeling of genuine appreciation on the part of teachers. In others, they have produced feelings of insecurity, frustration, fear, conflict, and dissatisfaction. One cannot, therefore, make generalizations without being confronted with specific situations where the generalizations are manifestly not applicable.

Supervisors assigned the duty of taking over classes in several buildings for the purpose of teaching a special subject are obviously not properly termed "supervisory" workers. Supervisors assigned to help teachers in teaching art, music, or any other special subject as an isolated subjectmatter experience may be correctly termed "supervisory" workers. But if such supervisors are assigned to watch and criticize the efforts of classroom teachers in these same fields or empowered to set tasks for classroom teachers and to evaluate results, all the evils one can attribute to supervision will almost inevitably result. Supervisors, however, who are assigned the function of assisting regular classroom teachers with problems arising in special areas in connection with the total educational program can and should give a satisfactory service with little evidence of discord, friction, or disapproval.

Evidence indicates that the latter type of relationship is becoming more and more the accepted practice. The justification for supervision as an essential service is now almost universally based on this concept. Conversely, the criticism of supervision is usually pointed at one or more of the concepts set forth earlier, which invite conflicts of authority, responsibility, precedent, and prestige. As far as supervision has been and still is inspectorial only, it is unacceptable—whether it is performed by "special" super-

visors or by persons holding administrative positions with authority to impose their ideas and demands upon classroom teachers. This kind of procedure is per se incompatible with the spirit of respect for personality, recognition of individual worth, and whole-hearted group cooperation. If it were "in," it is "on the way out."

Improvement in the status of the teacher due to better training has increased the sensitivity of teachers in many respects. First of all, teachers now see more clearly than before the total educational process. They are better informed as to satisfactory outcomes; they are confident as to acceptable purposes; and they are intelligently critical as to methods and materials effectively contributory to these factors. Teachers sense at once the nonfunctional character of unrelated and nonintegrated materials. They know whether proposed methods and procedures are good for children and contribute to their growth and development or whether they are merely fads, hobbies, or impractical fancies of persons expert in subjectmatter and inexpert in guiding the learning experiences of children. A person presuming to perform supervisory functions, but unconscious of this situation, is highly vulnerable. The narrower the field and the more technically expert the person supervising the subject, the greater the danger that unsatisfactory outcomes will result. This explains the common experience we have all had in which the community's leading musician or artist has failed miserably as a supervisor.

The instances in which the quality of the educational experiences of children have been notably improved and enriched by supervisory services are so numerous that one is inescapably drawn to the conclusion that the right kinds of supervisory services are indispensable whether in the "special" or "regular" subjects. If one can then define and delineate these kinds of supervisory services, one can make a clear case in support of supervision.

The following premises are assumed:

Because of the increasing complexity of modern life and modern society and the breadth and depth of contemporary culture, education and educative processes will increase in complexity. The corollary is obviously a demand for an increasingly wide variety of improved teaching services. These services may be improved by (a) better trained teachers, (b) better facilities for enriching the educative environment, and (c) increased personnel to work with teachers in the cooperative improvement of the total educational program.

Leadership in curriculum-making is a supervisory function. Some of the most ambitious ventures in curriculum-making have failed because teachers have not participated to a sufficient degree in curriculum-building. The curriculum is now defined as the experiences which pupils really do have in situations under school supervision. Unless teachers have contributed to and fully understand curriculum materials, they will have no significant effect in classroom practice. In developing courses of study, in assisting teachers to sense new needs and develop proficiency in new technics, and in many other aspects of curriculum-making, the special supervisor may make a significant contribution.

Education is carried on in individual classrooms scattered in different schools thruout a community. There is particular need, therefore, for unifying and coordinating forces.

Retraining of teachers is just as essential today as was the introduction of special subjects in 1870. Teachers need help in thinking thru their own philosophies of education, and in learning ways to study individual children and to adapt instruction to individual needs.

Teachers trained for the most part in the normal schools and teachers colleges of ten to twenty-five years ago are being asked to apply a philosophy and psychology with which they are unfamiliar in presenting new, more or less unorganized, content to unselected groups of modern children whose needs and problems they only partially understand. Teachers themselves agree that they cannot attempt these adjustments without constructive supervision.

Teachers need help also in learning many technics in special fields. The elementary-school teacher of today, for example, not only teaches pupils to draw but helps them to express themselves in a variety of media (modeling clay, arranging flowers, weaving textiles, and the like). She not only teaches pupils to sing but helps them to compose and records for them their own original music. She not only teaches them to skip and to march but to interpret different moods in music. The average teacher in many school systems has been employed fifteen years or more. Her growth in these areas must come thru training in service.

One does not need to go back too far to reach the days of a textbook-content curriculum. The teacher, the pupil, and the supervisor exercised their efforts and talents in the mastery of prescribed and clearly defined materials. Under such conditions, supervision concerned itself largely with teaching method. Two or three decades ago, attention turned from method to the curriculum. Immediately this broadening of the base upon which teachers and supervisors were working brought relief in the tension between them. Teachers and supervisors had a common problem which was wholly impersonal and which challenged their best abilities.

More recently, the base has again been broadened by seeing the school as an institution concerned with any and all problems of child need and child growth. As now conceived, the task of education is so comprehensive and the variety of services indicated so varied that one cannot conceive of a situation in which the services of any number of competent persons working cooperatively toward common goals would be in excess of the needs of children for educational services. No administrator needs to be reminded, however, that school budgets are limited and that a decision must often be made between two or more educational services which are really needed by a school district. Relative values must be weighed.

The answer to the question, "Is special supervision on the way out?" need not be a negative one. There is genuine need for many services which the special supervisors can offer. Whether or not special supervision does go, however, depends primarily on the following factors:

The degree to which democratic principles permeate administration and supervision; the degree to which the supervisory program develops out of and centers around the teachers' own problems.

The assignment of the special supervisor to the role of consultant or adviser rather than to that of director, and a clarification of differences in relationships.

The ability of the special supervisor or consultant to see his field in its proper relationship to the total educational program.

The participation of special supervisors with teachers, principals, and others in curriculum-building.

The amount of consideration for the needs and growth patterns of the individual teacher; the degree to which slower but more creative teacher growth is encouraged as opposed to lip service and unthinking imitation.

The degree to which provision is made for coordination of services among all those engaged in supervisory activities.

In other words, the special supervisor must cease to defend his vested interest. He must look first at the child and his needs, at the total teaching-learning situation, at the objectives of the entire school program. His services must then be contributory to these general needs. The administrator must clarify the relationship of the special supervisor as a consultant or advisory one and must set up an organization which will facilitate the coordination of all such consultant services.

An effective working organization in a democracy requires the services of specialists in many capacities. We need specialists *in* education, but we do not want specialized education.

SHOULD THE BEGINNING TEACHER GET A NEW DEAL?

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It is not unusual to suggest that public education needs a New Deal in the way of beginning teachers who can more quickly adopt the practices of their experienced colleagues. Indeed, the common demand that the beginner conform to the ideas of his seniors has resulted in a highly static program of teacher education. Education's real need, in my opinion, is a new deal that will give the beginning teacher ample opportunity to contribute his own ideas to a continuously improving educational program. Until he has such opportunity, improvement of educational practices must continue to be unduly slow and the success of new teachers unnecessarily handicapped.

Perhaps those concerned with improving instruction should take a cue from the findings of the comprehensive, long-time study of industrial relations conducted at one of the Western Electric plants and reported in a 1939 publication of the Harvard University Press, *Management and the Worker*. The "feelings" of workers were found to be major determinants of their efficiency. When employees were given an opportunity to criticize their work and working relationships, they worked better, even under poorer conditions, than when the opportunity to criticize was missing. If this simple conclusion applies to teachers as well as to factory workers, then educators have been mistaken in making the new teacher in particular feel unimportant. If fellow teachers, supervisors, principals, the staff as a whole, want the new teacher to promote rather than to retard progress, let them consult the new teacher, let them seek and utilize the contributions the new teacher has to make.

Just as much as any other worker, the beginning teacher needs some degree of confidence and success, some expectation of respect for his potential contributions, some feeling of freedom from imposition. Unfortunately,

we teachers are a snobbish and jealous lot. We kill the enthusiasm of many a neophyte by keeping aloof from him, scoffing at his ideas, and ignoring his contributions. By giving him our most burdensome teaching assignments as well as the most unpopular chores of the building, we handicap his work and endanger his well-being. Coming to us as he does with scant understanding of children and teaching, rebuffed by his colleagues, and given meager or no help until he has already experienced some degree of failure, it is little wonder that he takes the path of least resistance or leaves the job altogether. Whether he becomes a contributing member of the teaching staff depends in large measure upon the extent to which all agencies concerned with his professional development attempt to make his contribution of maximum value.

Cooperation in teacher education—Our first obligation to the beginner is to make easy his transition from the teachers college to the job. We have not facilitated this adjustment by making distinctions between pre-service and in-service education, between teacher education and supervision. Too frequently, responsibility for the teacher's education passes from the teachers college to the school system with the teacher, and then back again during summer terms.

Such cooperation in inducting new teachers as exists, even that thru internships, is frequently too limited in time and scope. Once the beginning teacher is given a regular assignment, he may have little opportunity to receive further assistance from the teacher-education institution. In twenty-two of twenty-five large city systems replying to a recent question by the speaker, new teachers apparently had no opportunity to receive assistance from teacher-education institutions beyond that available in extension courses. Increased cooperation by teachers colleges and school systems may well include more frequent conferences for planning help to new teachers and for studying jointly the failures and successes of teachers being inducted. Also, since workshop-type plans have appeared quite successful in attacking various problems of particular groups, school systems and teachers colleges may well cooperate in conducting workshops for relatively inexperienced teachers. In rural areas, perhaps the faculties of regional state teachers colleges will provide more and more advisory services such as are now being given in Alabama and elsewhere.

For really effective cooperation, however, we need to go beyond mere administrative arrangements. We must discover common interests in which the abilities and energies of all concerned with teacher education may be joined. Brief reference to two current points of emphasis in improving instruction, the core curriculum plan and community study, may illustrate how such interests can be utilized as means of effecting a new deal for beginning teachers.

The current movement in secondary education toward core curriculum plans, such as have been developed, for example, in Denver, Evansville, Norris, and Tulsa, and on a wider basis in Virginia and California, has created a demand for new teachers with broad training. These plans provide for intensive, cooperative work by those who participate, and for maxi-

mum contributions by all cooperating teachers, regardless of the length of their experience. To make such plans effective, let the curriculum planners in teachers colleges and school systems reach some definition of the type of teacher needed, let the teachers in training thoroly familiarize themselves with the program planned and as thoroly prepare themselves for the task ahead, and then let consultants and supervisors give these teachers, when in service, the best guidance possible, as well as every opportunity to exercise initiative and to stimulate the activity of others.

Teachers are turning to the study of communities and of community problems as a basis for educational improvement both for their classes and for themselves. In Cincinnati, for example, a large group of teachers, supervisors, and principals is working with the director of upper elementary grades in studying firsthand the resources of their city, its industries and markets, its housing facilities, and its public services. Such studies provide an excellent opportunity for the cooperation of teachers in training and teachers in service. Teachers in training have an especial contribution to make, as well as a great need for information regarding community characteristics and problems. They are in a particularly good position to do the research, to assemble the data, to bring to bear all the sociological principles needed in really thorogoing analysis of communities. At the same time, they can benefit from associating with experienced teachers whose interpretation of community problems is conditioned by their knowledge of the children in the community.

Anticipating some needs of beginners—Cooperation in teacher education will be successful only to the extent that each cooperating group is willing to have its practices criticized and modified. As school systems increasingly demand teachers who can contribute to an improving educational program, teacher-education institutions must frame their curriculums with reference to the types of contributions needed rather than to the academic interests of their faculties. A dynamic program of teacher education must provide more adequately for such outstanding teacher needs as those for an understanding of child growth and development, a sense of educational values, a broad knowledge of the race culture, and essential guidance skills.

Beginning teachers must have some understanding of child growth and development if they are to stimulate among traditionally-minded colleagues more concern for children and less for subject. According to a recent comparison made by Dean Melby of Northwestern University, a prospective doctor of medicine spends about three-fourths of his time in study which will help him diagnose and one-fourth in study of materials which he will use in treatment, whereas a prospective teacher spends one-tenth of his time in study which will help him understand pupils and nine-tenths in study of materials he will use in teaching.[1] Reports of the difficulties faced by beginning teachers invariably show the great frequency of what teachers describe as "discipline" problems. Almost without exception each of a group

[1] Melby, Ernest O., "Progressive Education and National Defense," *Educational Trends* 8:11-12; November-December 1940.

of relatively inexperienced teachers whom I recently questioned stated that their outstanding difficulty was that of understanding individual children. Such facts indicate that fundamental improvements in teacher education will bring prospective teachers into early and extended contact with children and provide for intensive, firsthand study of individual cases. Such study will include association with children in clubs, on playgrounds, and in clinics, and with the work of all social agencies which serve childhood.

Beginning teachers must have a broad conception of educational aims if they are to evaluate critically an educational program. Their observations in the pre-service period should be extensive and varied to assure their realization that the goodness of any procedure in teaching is determined by its effects on individuals in particular situations. Teachers with an adequate sense of educational values will not be eager to have "something definite" in the way of course-of-study and supervisory prescriptions. As they develop a few convictions rooted in critical, informed thinking about actual educational problems, teachers will be able to deal better with the idiosyncrasies of supervisors and administrators and the demands of pressure groups.

Beginning teachers must have a sufficiently broad understanding of the race culture to utilize subjectmatter as needed if they are to implement functional plans of organizing instruction. If progressive curriculum practices in the public schools are to be properly reflected in the teacher-education institutions, an overemphasis on subject organization must be replaced by fundamentally different curriculum patterns. A new scholarship must be advanced in our great teacher-education institutions. Far-reaching curriculum changes in public schools will be handicapped until such studies of the curriculum of teacher-education institutions, as those now under way at Teachers College, Columbia University, for example, do result in a new organization of knowledge; one, as Professor Caswell explains, "which is as appropriate to the purposes to be served (by public education below the university level) as the existing academic subject organization is to the purposes of the university." [2]

Beginning teachers must have the many skills essential to modern instructional plans if these plans are to be put into effect. Beginners frequently complain that their knowledge of the technics of using varied instructional materials is too limited. Few have had experience in guiding excursions. Frequently their first opportunity to attack educational problems thru committee work is provided by in-service activities. The autocratic classroom situation of the average teachers college is a poor model for the democratic groupwork described by the teachers-college professor. Innovating practices in teacher education involving the use of visual aids and other new materials, excursions by classes of prospective teachers, and the partial replacement of lectures and recitations by seminars, committee activities, and laboratory and workshop situations are an essential element of the New Deal for beginning teachers.

[2] Report of the Dean of Teachers College for the Year Ending June 30, 1940, p.59.

Utilizing the beginner's contributions—There has apparently been a remarkable lack of effort on the part of most school systems to make the new teacher a contributing member of the organization. Statements from our largest city systems indicate that the most many systems do is to extend to the beginner those supervisory services available to all teachers. Of course, if the teacher fails to please his principal, he may be reported as "unsatisfactory" and then receive a visit from a central office supervisor. It seems that educators have yet to learn that post mortem examinations may be of value to posterity and even to the examiner, but not to the deceased.

An important phase of any plan for inducting new teachers is that of facilitating their proper guidance by school principals. Indeed, if school systems assigned new teachers with respect to their abilities and provided able, sympathetic leaders in their principals, the problems of these teachers would be minimized. Common observation, however, indicates that expediency has frequently dictated the placement of teachers, the selection of principals, and the adoption of policies regarding assistance to new teachers. The staffs of individual schools and school systems may improve morale as well as aid beginners by undertaking cooperative study of policies designed to facilitate the progress of beginning teachers. Whenever individual schools and school systems are so operated that plans for improvement are arrived at thru the deliberation of all those involved, then improvement follows.

No plan of induction, regardless of its details, is likely to be successful unless there is maintained a professional morale conducive to the happiness and growth of beginning teachers. Few things could be more disconcerting to the ambitious newcomer than to find that his ideas are unwelcome, not because they lack value, but because their existence constitutes a threat to the prestige of some older colleague. Where the ideas of those who lack prestige must be hidden, or if made known are appropriated by jealous superiors, cooperation and improvement do not occur. To make impossible any such situation, indeed to encourage individuals to express their ideas, would seem the first responsibility of the leadership in a school system.

Enlightened principals are always eager to have new teachers in their buildings, eager to have new ideas filtering into their staffs. If new teachers can contribute new and good ideas, why should they not be asked, following a first year of service, to prepare a critical evaluation of the program into which they have just been inducted? None of the city superintendents I have questioned on this point indicated that such a plan was employed, altho one stated that it was contemplated. From one system came the statement that since most of the new teachers employed were recruited from smaller cities or were without previous experience, it was doubtful whether their criticisms would be pertinent! In my opinion, there is no greater barrier to educational progress than this far from uncommon point of view.

By virtue of their necessary concentration on the job to be done and their continuous effort to relate theory and practice, new teachers frequently have an insight into educational problems possessed by few of their col-

leagues. Progressive supervisors have perhaps too frequently had to turn to relatively inexperienced teachers for the initiation of new practices. Curriculum workers know that a sure way to disturb the complacency of traditionally-minded teachers is to place the latter on committees side by side with alert newcomers. Perhaps school systems should get their plans for inducting beginners from the beginners themselves. For example, such practices as the following miscellaneous ones suggested to me by inexperienced teachers might be new, possible, and desirable in many school systems:

Hold a conference of new teachers at the beginning of the year to discuss general educational policies of the system.

Arrange for new teachers to submit periodically questions and suggestions regarding policies and procedures.

Provide beginners special visiting days to observe the work of experienced teachers.

Designate some experienced teacher in the building to serve as adviser to each beginner.

Conduct a study of the comparative responsibilities assigned inexperienced and experienced teachers.

Hold group conferences of new teachers to discuss problems encountered.

Recently I attempted in a rather informal way to secure from relatively new teachers an indication of the sources from which most help had been received. Consistently, these teachers named some individual, usually a principal or fellow teacher, as the greatest source of help. No college course, no group conference, no piece of printed material was regarded as equal to the advice of some colleague. Probably each of us would confirm this judgment, but have we sufficiently respected its implications in our educational practices? Can it be that we have placed entirely too much faith in college courses, in group conferences, in materials, and too little in personal relationships? Certainly great improvements are needed in education courses, supervisory practices, and curriculum materials, but the New Deal for the beginning teacher, if his judgment is followed, will provide first of all for an educational philosophy and program which assures the beginner that he will be welcomed, helped, and respected by those with whom he works.

Conclusion—I have suggested that a New Deal for beginning teachers should make possible a greater contribution by the beginner. Accordingly, proposals have been made for cooperative programs of educating and inducting teachers which provide, first, for beginners who can bring to their job contributions which are needed, and secondly, for arrangements and attitudes which will assure the utilization of these contributions.

In closing, I wish to emphasize the belief that in any particular locality, such specifics as have been mentioned here will come in sporadic fashion and be relatively ineffective until the educational group as a whole is engaged in enterprises looking toward the continuous improvement of educational conditions. Where common concerns are attacked as such, where individuals and groups defer special interests to the good of a program, where the contribution of every member of a group is sought and respected, there will the beginning teacher get his New Deal.

SECRETARY'S MINUTES

Atlantic City, New Jersey

Business Session, Monday, February 24, 1941

The annual business meeting of the Department of Supervisors and Directors of Instruction was held on Monday, February 24, President Julia Hahn presiding.

Edith Bader presented the report of the Nominating Committee for members to fill vacancies of the five retiring members of the Board of Directors and to serve for a term of three years. The following names were presented: Helen K. Mackintosh, senior specialist in elementary education, U. S. Office of Education, Washington, D. C.; H. Ruth Henderson, supervisor of elementary education, State Board of Education, Richmond, Va.; Fannie J. Ragland, supervisor of upper elementary grades, Cincinnati, Ohio; William E. Young, director, Division of Elementary Education, State Education Department, Albany, N. Y.; Hollis L. Caswell, professor of education, Teachers College, Columbia University, New York, N. Y. It was moved and seconded that the secretary cast a ballot for the slate as presented.

Names of continuing members of the Board of Directors and term of office were read as follows: Prudence Cutright, assistant superintendent of schools, Minneapolis, Minn. (1942); Blanche E. Fuqua, director of instruction, Terre Haute, Ind. (1942); Helen Heffernan, chief, Division of Elementary Education and Rural Schools, State Department of Public Instruction, Sacramento, Calif. (1942); Marion Jordan, elementary supervisor, Cicero, Ill. (1943); William T. Melchior, professor of education, Syracuse University, Syracuse, N. Y. (1942); Gladys L. Potter, supervisor of elementary education, Long Beach, Calif. (1943); Paul T. Rankin, supervising director of research and informational service, Detroit, Mich. (1942); Maycie Southall, professor of education, George Peabody College for Teachers, Nashville, Tenn. (1943); J. G. Umstattd, Department of Curriculum and Instruction, University of Texas, Austin, Tex. (1943); and Dale Zeller, associate professor of education, Kansas State Teachers College, Emporia, Kans. (1943). (For list of officers and Executive Committee see Historical Note, page 600.)

The proposed merger of the Department of Supervisors and Directors of Instruction and the Society for Curriculum Study was discussed. Miss Hahn reported that a joint committee of the two organizations was preparing a statement to be sent to the memberships, the matter to be put to a vote at the winter meeting of 1942.

The meeting was adjourned.

Department of Visual Instruction

HISTORICAL NOTE

THE DEPARTMENT OF VISUAL INSTRUCTION *was organized at the Oakland-San Francisco meeting in July 1923.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *W. Gayle Starnes, Director, Audio-Visual Aids, Department of University Extension, University of Kentucky, Lexington, Ky.;* FIRST VICE-PRESIDENT, *Camilla Best, Supervisor, Division of Audio-Visual Aids, Orleans Parish Schoolboard, New Orleans, La.;* SECOND VICEPRESIDENT, *U. S. Burt, Head, Department of Visual Instruction, Oregon State Agricultural College, Corvallis, Oreg.;* SECRETARY-TREASURER, *H. J. Daily, Director, Audio-Visual Aids, Lafayette School, Lexington, Ky.;* EXECUTIVE COMMITTEE, *Paul C. Reed, Director, Department of Visual and Radio Education, Board of Education, Rochester, N. Y. (1942); E. Winifred Crawford, Director, Visual Education, Public Schools, Montclair, N. J. (1942); F. D. McClusky, Director, Scarborough School, Scarborough, N. Y. (1942); Charles Milner, University of North Carolina, Chapel Hill, N. C. (1943); U. S. Burt, Oregon State Teachers College, Corvallis, Oreg. (1943); Marian Evans, Director, Audio-Visual Education, Public Schools, San Diego, Calif. (1944); Nelson L. Greene, Editor,* THE EDUCATIONAL SCREEN, *64 E. Lake St., Chicago, Ill. (1944).*

The dues for this Department, $2, are payable to the secretary. The chief publication is the EDUCATIONAL SCREEN. *This Department meets once each year, in July.*

ATLANTIC CITY MEETING

CHALLENGE OF THE UNSOLVED PROBLEMS

PAUL C. REED, DIRECTOR OF VISUAL AND RADIO EDUCATION, ROCHESTER, N. Y.; AND PRESIDENT OF THE DEPARTMENT

THE TITLE SELECTED for this report implies an attitude of mind—an attitude which I believe is absolutely essential to successful promotion of the improvement of classroom instruction thru the use of visual aids. To cause such improvement is a stated objective of the Department of Visual Instruction, and if we are to realize the satisfactions that come from successful achievement we must cultivate essential attitudes. We need the attitude of healthy dissatisfaction with the present status of our progress; we should attempt to isolate and analyze the problems that are obstacles to more rapid progress; and we should be eager and ready to dig in and work energetically to find the solutions for the problems that confront us. These are the attitudes that must be ours—individually and collectively—if we are to demonstrate the sincerity of our interests in the promotion of improved instruction thru the use of visual aids.

If one reviews the changes that have been made in the use of visual materials in classroom instruction in the past five, ten, twenty, or thirty years, there can be no question but that progress has been made. A greater variety of visual aids are being used than at any previous time. Schools are better equipped; there are more full-time workers in the visual field; there are more visual courses offered to teachers; there are more film libraries; circulation curves are pointing upward; membership in this Department is increasing; there is more advertising of visual materials and equipment in educational journals; and more articles about visual materials are being written. Advances have been made, but have they been made rapidly enough? Has the progress been commensurate with the values we know are inherent in the intelligent use of visual materials for instruction? My answer is "no" and I hope yours is. There may be some reasons for being satisfied but there are more reasons for being dissatisfied. There are problems to be solved and, for the most part, they are the same kinds of problems that have been troubling for years.

A few months ago there was reprinted in the *Educational Screen* a cartoon that had first been published in 1926. It was a cartoon analysis of the problems in the field of visual instruction. Depicted was a vicious circle with a schoolboard member pointing an accusing finger at the school superintendent, and a teacher pointing to the board member, and so on around the circle, which included a teacher, a salesman, the producer, and finally the visual expert. Each had an alibi for lack of progress.

A basic unsolved problem in 1926 and the basic unsolved problem today is *the lack of adequate financial support for a sound program of visual instruction in all our schools.* By adequate I mean a program that provides up-to-date equipment with which to use the visual materials that are avail-

able—projectors for lantern slides and film strip, projectors for motion pictures, cameras, and space for the filing and classification of flat pictures and three-dimensional materials. By adequate I mean a program that provides facilities for the use of visual materials—classrooms equipped with electric outlets, projection screens, and dark shades, and class schedules and school rules that permit field trips and excursions. I mean a program that provides for the regular borrowing, renting, and acquisition of visual aids—without complete reliance upon materials that are free. Such a program demands competent supervision and direction. These should be the minimum standards insisted upon by all those who are in charge of educational units whether they be individual schools, a city or county school system, or a statewide system of schools. There are but few instances in our total educational structure where such adequate financial support is being given. In too many schools and school systems no attention at all is given to the systematic use of visual materials. In many others, what attention is given is the result of the enthusiasm of individuals who are working against almost overwhelming odds of unconcern, smugness, and traditional instructional patterns. While at least one city recognizes sufficient values from visual instruction to appropriate an annual budget for new materials and equipment of one dollar per pupil, there are other cities boasting loudly about their excellent schools, paying lip service to newer methods, and appropriating as little as two cents per pupil per year.

Lack of adequate financial support is, I believe, visual instruction's number one unsolved problem, and it is a problem about which something can be done. There are facts enough to prove the values. More studies have been made than have been used. There are enough practical working situations to show what can be done when visual materials are used purposefully and intelligently. There are more good visual materials available than are being used. Technical advance has been tremendous and good equipment is available. The facts for visual instruction are available. The specific challenge is to get those facts across to education's officialdom that controls the budgets and directs the policies. That challenge can be answered by cooperative action.

Unsolved problem number two is *the lack of understanding and skill of teachers in the most effective use of available visual materials.* Any one who doubts that this is a problem is invited to visit a cross section of teachers even in school systems that have highest reputations for their well-organized visual programs. He will find all kinds of use made of excellent materials —from the use that is carefully timed, well planned, skilfully presented, and meaningfully related to other learning activities, to the use that is nothing more than gross misuse where they have a movie show. Misuse does not occur only with the more expensive visual materials. I have been in classrooms where the least expensive materials—flat pictures cut from used magazines—have accumulated at random in a desk drawer or are pinned up helter-skelter about the classroom. Teachers need fundamental understanding of the necessity for visual experience in the learning process

and they need to acquire skill in the use of the materials available to them so that instruction will be more meaningful.

Most of us recognize this problem and are attempting to do something about it. I think, however, that too much of our effort has been expended in trying to deal with this problem directly. We have tried to reach classroom teachers individually and for the most part we have relied too much upon the course in visual education. Other approaches are indicated, it seems to me, for the simple reason that there are so many teachers and so few of us. The specific challenge here is the need for enlisting our educational co-workers—these others who are also responsible for the improvement of instruction—the principals, supervisors, instructional directors, superintendents, and teachers-college teachers. They must believe as we do in the place and value of visual experience in learning and when they do our force will be increased a hundredfold. We must recognize, too, that all teacher growth does not take place in formal courses. Teachers can and do learn in a great variety of ways from the daily contacts of their work—from magazine articles, helpful words from principals and supervisors, from the practices of their fellow teachers, and from conferences and meetings. A shifting emphasis should mark our approach to the problems of teacher training.

I would identify as our unsolved problem number three *our failure in setting up administrative systems that will get visual materials to the hands of ultimate consumers efficiently and effectively*. If visual materials are to serve their basic function in the learning process, they must be in the classroom ready for use when they are needed and they must remain there until they have served their purpose. Some schools are served in this way—those schools fortunate enough to have a staff member who will work tirelessly on the problem, and those schools in city systems with well-organized visual services. I have said "work tirelessly" because the distributional system that has grown up is not a simple one, and the school must seek materials from a dozen different agencies if it is to have a well-rounded visual program. Speaking of the film library services alone, there is little evidence of cooperative planning to serve best instructional interests. Service areas are not well defined; territories are overlapping; service rates and procedures are not uniform; and few have assumed any responsibility in guiding teachers in the most effective use of the visual materials they distribute. I recognize that plausible explanations can be given for the conditions that exist. But the distributional problem will continue to be a real and important one to every sincere worker in the visual field until all schools have abundant and various materials readily available when they need them. The specific challenge here is to provide better visual service for more schools. We must improve our administrative and distributional machinery and focus upon the ultimate consumer. We must demonstrate thru our practice that agencies set up to service the schools really are "service" agencies. Their success should be measured only in terms of how well they serve the educational needs of boys and girls.

As one attempts to identify these problems related to visual instruction,

he is forcibly impressed with their interrelation. Adequate financial support may be a base problem but its solution is somewhat dependent upon intelligent teacher use of materials provided. Teacher use is dependent upon availability of materials. Interrelated with all these problems is the variety and kind of visual materials that are being produced. This suggests the fourth major unsolved problem of the visual field. *There has not yet been brought about a continuous flow of the most needed, high quality visual materials from the producers.* I believe that educators are far more responsible for this being a problem than are the producers. Adequate markets have not been provided even for the superior visual materials of unquestioned educational merit. We cannot blame the producers when we will not accept and use their best products in sufficient quantity to make their production economically practical. That is our problem to solve, not the producer's. In addition to the actual purchase and use of available materials perhaps the greatest service that we could render the producers would be for us to find some area of agreement about the materials we want and let them know what those wants are. There is a specific challenge, and satisfactory response to it would, I believe, do more than anything else to guarantee a continuous flow of the most educationally valuable materials. Can we determine our wants and make them known?

Education has an organization which could and should direct its energies vigorously toward the solution of these unsolved problems in the field of visual instruction. According to the constitution of the Department of Visual Instruction: "The object of this Department shall be to promote the improvement of classroom instruction thru the effective use of visual and other sensory aids; to serve as a clearing-house of information regarding the sources, values, and guiding principles in the use of visual materials, as determined by research; and to cooperate with other domestic and foreign agencies with similar interest and purposes." If the Department of Visual Instruction is to serve the purposes for which it was organized and now exists, it cannot ignore these fundamental unsolved problems in the field of visual instruction. If the Department is to provide the leadership and energy required to solve these problems, its members must at the same time also give some attention to unsolved problems of its own organization.

For nearly twenty years the Department of Visual Instruction has been the one continuing organization serving as a rallying point for all who were interested in the use of visual aids. The growth in membership, the specific accomplishments, and the record of achievement of this organization have not been phenomenal, but it is an organization that has survived the ordeals of infancy and adolescence. Now as it approaches maturity, if it can make the adjustments demanded by its adult status, it can make genuine contributions to the educational world.

The Department needs most of all a planned program of action. It needs to recognize the problems impeding progress in the visual field and to devise a realistic and definite program for their solution that can call all its members into cooperative action.

The Department needs more members. Examination of the membership list discloses that many well-known visual leaders are not members. The Department needs them. It needs more members because the kind of program that needs to be planned will demand participation by larger numbers. The Department needs the greater financial stability that will result from increased membership. A particularly significant development in relation to potential future membership and the stability of the Department is the proposed zonal plan which calls for regional organizations within the Department. Such a plan offers the opportunity for developing a program more closely related to the interests of its members and for bringing members more actively into the affairs of the Department. It holds out the promise of greatly increased membership and raises new organizational and leadership problems.

The Department needs the stability that can be given to it by an executive secretary, employed at least part time by the Department, and a permanent national office. An executive secretary would carry on the routine business affairs of the Department and eliminate the inefficiencies resulting from a complete shift in administration each year. The zonal plan will make this need greater and may make its fulfilment possible.

Finally, the Department deserves greater respectability among national educational organizations. It deserves this because of the fundamental values of visual materials in the learning process. It deserves this because of the great potential contributions of visual materials to the improvement of classroom instruction. It deserves greater respectability because of the cause it seeks to promote. The Department can gain greater respectability in terms of the kind of program of action it develops and its degree of success in carrying it thru. It can achieve its rightful place among educational organizations if it can strengthen its structure from within. It can make lasting contributions to American education thru accepting the challenge of the unsolved problems and by actually bringing about a higher level of instructional achievement thru the use of visual aids.

THE ZONAL PLAN TAKES SHAPE[1]

For many years officers and members of the Department of Visual Instruction have been seeking a solution to some of the perplexing problems facing the Department. How, for example, in view of the recognized importance of audio-visual instruction, can the national membership be increased to include all those to whom membership should have appeal? How can a larger revenue be made available so that greater service may be extended to members? How can the multitude of local activities be integrated and a national effort started to bring audio-visual instruction to adequate stature and status in the field of American education?

It was eventually concluded that the best solution to these and similar problems would be a reorganization of the DVI into zones. Accordingly,

[1] This paper was printed in the May 1941 issue of the *Educational Screen*.

at the meeting of the Department in Milwaukee in June 1940, the national constitution and bylaws were tentatively modified and approved so as to provide for a zonal organization of the DVI. The Zonal Committee—an appointive committee: U. S. Burt, Lee W. Cochran, Carleton W. Erickson, Nelson L. Greene (chairman), C. A. Lindstrom, W. T. Powell, and Alvin B. Roberts—has refined the plans for zonal organization.

The zonal plan, as outlined, will multiply tenfold the working power of DVI. It does this by dividing the country into ten zones, each administered by ten officers bearing the same titles as the offices of the national administration (president, first vicepresident, second vicepresident, secretary-treasurer, and Executive Committee of six members). The ten zonal presidents will be regular ex officio members of the national Executive Committee, bringing its membership total to sixteen instead of six.

An interesting phase of the organization is the way in which the zones are determined. Each zone is comprised of from three to seven states and is based upon radial travel distances rather than population. This has been done in order that teachers may reach their annual Zone DVI meeting with some degree of ease. A membership quota has been set for each zone, figured as to population and travel distance.

A new plan of financing had to be set up with the organization of the zones. The same $2 membership fee will be charged, but it will be divided as follows: The zone retains 75c and sends $1.25 to the national organization; of this amount the DVI keeps 50c and sends 75c to the *Educational Screen*. In addition, any memberships received by mail, obtained thru summer schools and the like, will be credited to the zone in which the member resides.

The zonal organization, if carried thru, should give a new lease on life to the DVI and its activities. In the first place, membership, the Department's primary need, should multiply greatly with the zonal campaigns. Secondly, each zone will hold at least one official meeting each year and as many more as deemed necessary by its members. This will enable countless teachers to attend an official meeting of the DVI who heretofore have been unable to come because of the time or money involved. This, in itself, should give the Department new virility.

A third important effect of the zonal organization should be upon the literature of the field. The constant interchange of ideas and the much larger amount of material presented at the zone meetings will provide ample copy for the Editorial Committee of the DVI to work with. By sifting the material gathered it will be possible for the Committee to find excellent articles to submit to many educational periodicals, to the *Educational Screen*, or to multigraph and distribute to members of the Department.

Lastly, research in audio-visual instruction should be vastly improved by the zonal organization. Important and much needed surveys can be conducted by the DVI thru the zones. Uniform questionnaires can be created and their results compiled into complete and reliable findings. This will tend to eliminate the haphazard, varying type of research which at present exists

thruout the country. It will also be possible easily to get cooperating teachers interested in audio-visual instruction for various types of research projects.

It should be mentioned as a final word that the zonal plan is not intended to interfere in any way with existing organizations in any locality. Rather, the zone group will supplement work already being done. If a particularly good job is being done in a given state, it will receive national attention by transmittal thru the channels of the zonal organization.

SECRETARY'S MINUTES

Boston, Massachusetts

Business Meeting, July 1, 1941

The annual business meeting was called to order at 3:40 P.M. by President Paul C. Reed, with approximately twenty members present.

The minutes of the annual business meeting held at Milwaukee, Wisconsin, on July 2, 1940, were read and accepted.

The secretary-treasurer gave a brief report on membership.

The treasurer's report for the period June 16, 1940, to May 31, 1941, was presented by the secretary-treasurer. Howard A. Smith, chairman of the Auditing Committee, then presented a statement approving the treasurer's report.

The following report on the balloting for officers for the ensuing year was presented by the secretary-treasurer, with an explanation from the president that the tabulation had been reviewed and verified by the Executive Committee:

President:	W. Gayle Starnes	243
	Abraham Krasker	151
First vicepresident:	Camilla Best	228
	Fred L. Lemler	158
Second vicepresident:	U. S. Burt	215
	Charles F. Milner	166

Mr. Starnes, Mrs. Best, and Mr. Burt were declared elected for the year 1941-42.

W. T. Powell reported for the Nominating Committee that Nelson L. Greene had been nominated to succeed himself as a member of the Executive Committee and that Marian Evans had been nominated to succeed Edgar Dale. On motion by Mr. Emmert, seconded by Mr. Smith, it was voted that the two nominees be declared elected.

President Reed reported briefly for the Yearbook Committee and the Committee on Teacher Training, no members of those committees being present.

Mr. Reed then reviewed the work of the Committee on Zonal Organization. It was moved by Professor Archer and seconded by Mr. Falconer that the proposed zone plan amendments to the constitution and bylaws be adopted. During the ensuing discussion, minor changes in the wording were made. The amendments were then passed, 18 voting for, none against.

It was moved by Miss Kalal and seconded by Mr. Emmert that the proposed slate of officers of the ten zones be accepted. After brief discussion, the vote was 18 for, none against.

President Reed reviewed the negotiations which had been made relative to closer affiliation with the National Education Association, including the proposal for a permanent secretary in Washington. He reported that the NEA had declined to accept the Department proposals but that the way was still open for future negotiations.

Mr. Milner presented the following amendments to the constitution and bylaws to be voted upon at the next annual business meeting:

1. To amend the constitution, Article VIII, Appointive Committees, by deleting "a Membership Committee composed of one member from each state."

2. To amend the bylaws, Article I, Section 5, by substituting for the first sentence a new sentence as follows: "The membership year shall run from September first thru August thirty-first."

On motion by Mr. Lemmon, seconded by Mr. Moore, it was voted that the *Educational Screen* be declared the official magazine of the Department during the year 1941-42.

On motion by Mr. Falconer, seconded by Mr. Milner, it was voted that the secretary transmit to Nelson L. Greene a resolution of regret at his inability to be present, with an appreciation of his labors in behalf of the Department.

On motion by Mr. Kruse, seconded by Mr. Lemmon, it was voted that the president be authorized to appoint a Committee on Nomenclature and Standards to which might be referred all questions relating to uniformity of nomenclature and procedures.

On motion by Mr. Waggoner, seconded by Mr. Childs, it was voted that an official statement be framed relative to the place of visual education in the national emergency. A preliminary draft of the statement was read at the time the motion was made.

Meeting adjourned by motion at 6:05 P.M.

Department of Vocational Education

HISTORICAL NOTE

THE DEPARTMENT OF VOCATIONAL EDUCATION *was organized as the industrial section at Minneapolis, Minnesota, 1875. See* PROCEEDINGS, *1875:100. The name was changed in 1890 to the Department of Industrial and Manual Training. See* PROCEEDINGS, *1890:758. In 1899 the name was changed to the Department of Manual Training. See* PROCEEDINGS, *1899:556. In 1914 the name was changed to the Department of Vocational Training and Practical Arts. Since 1919 it has been known as the Department of Vocational Education. This Department cooperates with the National Vocational Guidance Association and with the National Society for Vocational Education.*

The officers of the Department for the year 1941-42 are: PRESIDENT, *Harry Tieman, State Supervisor of Vocational Education, Denver, Colo.;* SECRETARY, *Paul D. Thomas, Dean of Men, Central Trade School, Oakland, Calif.*

BOSTON MEETING

WHAT LIES AHEAD FOR VOCATIONAL EDUCATION AS A RESULT OF THE PRESENT EMERGENCY

EUNICE S. HARRISON, PRINCIPAL, MIDDLESEX COUNTY GIRLS VOCATIONAL SCHOOL, WOODBRIDGE, N. J.

WE ARE CONFRONTED TODAY with vast changes, new opportunities, and grave responsibilities. Before going into the definite and practical aspects of our future, may I remind you that we are entering into these changes, opportunities, and responsibilities exactly as a soldier enters a campaign, because it is the only known way to save our country. Just as each soldier must carry his gun, ammunition, canteen, and food ration, so each of us must be equipped for service. Professional educators will need all their training and experience, plus a renewal of energy for the actually hard work ahead. They will need pioneer courage for the new fields of endeavor. They will need all their integrity plus new conviction for the leadership of youth. I say this to you now because nothing I have heard in the past year has so impressed me as this simple statement made by Walter Lippmann in the *Herald Tribune* forum last fall: "This is the lesson of our times: that the things which were made by the hardworking, the brave and the great, cannot be preserved by the petty, the timid, and the lazy."

This is a difficult lesson. It should be learned by both rote and reason, but there is now no time in which to con. It should have been a compulsory subject, a prerequisite to adult living, for on our mastery of this lesson depends the success or failure of American democracy.

There is no time. Most irksome of all the vast changes is just that. We have been so conditioned to deliberation, taught from the earliest days of our training to think before we speak, to consider ways and means, to plan thoroly and well. We who were geared to peace-time are now plunged into the rapidly increasing race for preparedness. We are operating under the old army slogan, "Any action is better than inaction."

Intensity has increased and will continue to increase with velocity. The drive for production has necessitated greater skill, better organization, and closer checking of both products and personnel.

Privation will come to us, not in the guise of actual want, but in the curtailment of some pleasures and luxuries. Fewer automobile rides, less heat and light, not so many new clothes, fewer eggs, less meat, sugar, and butter. Those of us on fixed salaries may repeat the experience of the First World War when living prices soared out of proportion to our means. Illness and epidemics may come and again find us short of doctors and nurses. Hard work will surely come. The service trades will inevitably become depleted by the draft or by the attraction of increased industrial wages. Many women will be forced to return to the domestic routine and many children will benefit by having more home responsibilities to meet.

But among all the vast changes to come, the one that has greatest significance for teachers is the regimentation of American youth. Here, in my opinion, lie our greatest opportunities and our gravest responsibilities.

Germany, Italy, and Russia have deliberately engendered in their youth a burning zeal of patriotic fervor. Herein is their strength and our menace. What are we doing? What can we do to strengthen, train, and inspire the youth of America? Youth needs strength more than all else. Mr. Willkie's cry that "only the brave can be free" is not only a ringing slogan but a great verity.

Altho lengthy editorials and wise pronouncements have been made on industrial defense; on the production of machines, armaments, and supplies; on the recruiting, drafting, training, and equipping of men, comparatively little has been said about the contemplated activities of the NYA. Why? Because it is unpopular. We do not yet understand it and we seldom approve of movements which we fail to understand. Conservative educators have delivered well-worded and possibly well-founded denunciations of the NYA, but to what avail? It is here.

I wonder how many of you appreciate the tremendous effort which vocational leaders have made to keep the NYA program within the bounds of education. Leaders of youth must have adequate training and sound perspective. To give this movement into fumbling hands and radical minds is to court national disaster.

It now appears probable that the program for training out-of-school youth will be made compulsory. Here is an opportunity! Manage to get into these classes, find out what is being taught. If it is good, give all the help within your power; if it is poor, use all your influence to correct its faults. Inspect these NYA students and ask yourselves why so many have health defects, bad teeth, poor eyesight, and faulty posture. Have they not been with us for eight, ten, or twelve of their most formative years? Do we not have medical inspection, free clinics, charitable agencies, and even surplus commodities for all? Some would-be wit attempted to answer this by saying that the dental clinics have no enforcement teeth. That is, of course, quite true, but with the regimentation of youth comes a new possibility for enforcement. Suppose we try saying to both in- and out-of-school youth, "America has a right to demand that you be strong and fit for service." Suppose we begin a purposeful drive to follow up our school physician's recommendations instead of shrugging the responsibility off onto the parents. We, the teachers of America, should examine with speculative interest the health rejections of our draft boards. All these men are products of the public school. Why have we not shown them how to attain and maintain physical health? Please permit me a special request to the teachers of home economics. Find out what these young women are thinking. All the physical ills in this country are not due to faulty nutrition. A recent editorial in the *Tribune* extolled the merits and quantities of our beans, saying in effect that were our celebrated salads and almost sacred milk to disappear from our national diet overnight, the people of America could well subsist upon beans with seasoning, sunshine, fruit, and exercise.

Far more serious then any bodily lack is malnutrition of spirit. Can you who instruct young women in the science of homemaking find some way to impress upon them the great hunger for recognition, appreciation, love, and sympathy which is felt by every human soul? This fundamental need which has been ignored by the dictators is the one thing we Americans will live and die for. By the quality of our homes, by the strength of our affections, by the security of those we love, we will stand or fall!

The home economics teachers have responsibility for the morale of our land. All the people in America who try to be hard-working, brave, and great in the cause of total defense, go home to be restored for another day's endeavor. See to it that they do not find there just another efficient machine, just another robot of schedule and order.

The right to dwell in seclusion, to live and love without fear, is one blessed privilege of the American way. A passionate desire to preserve and improve this way of living is, as Mrs. Roosevelt has said, "the back log of defense."

You will note that I have said little about the practical training of our youth. This is because I believe it will be efficiently and even brilliantly achieved. I believe that the training of defense workers by our vocational schools is making new educational history. I believe that regimentation has facilitated this training and that we can and will meet every need of our defense industries. Personal experience with a defense class in parachute-making has shown me the advantages of this much feared regimentation. Our students are not permitted to be absent or tardy, or sick or slow, or uncooperative, and so they manage to be on time, well, alert, and agreeable. We have proved that we can train for practical service.

It is in the vital necessity of indoctrinating youth with patriotic fervor that I fear we may fail. Carping and caviling are not only petty but downright stupid. They must be silenced. After this emergency is over, there may be time and occasion for speaking and writing on what we should have done and did not. Just now we have urgent need for unity and cooperation, for high courage in difficult situations, and above all, we need the greatness of intelligent leadership. So many will turn to us for judgment. Some will say, "Are these changes desirable?" To them we must give that well-worn but safe reply, "Well, that depends." Others will ask us, "Are such measures necessary?" And to them we must say, "Yes, a thousand times, yes."

Years ago I heard a woman telling how her home was saved from destruction by fire. She lived in the heart of the long-leaf pine country. In dry weather pine trees burn like tinder. They flame with a terrifying rapidity, the sap literally bursts out of an untapped tree, flames lick up the long, straight trunk and blaze at the top. As the tree burns it seems to curl toward you and then snaps off with a roar and rain of sparks leaving a tortured, burning trunk behind. This woman told me how a fire in the forest had burned since early morning until she was aroused in the night by a group of her farmer neighbors. These men came armed with pitch forks, brooms, tow sacks and all of the paraphernalia of back country fire fighting. Their eyes were bleary and their hands scorched, their voices hoarse but steady. "Miss

Sallie, we got to put out fire around your place." And so they went below the pasture and around the fields until they had made a blazing ring of controlled flame. Miss Sallie told me she walked all night and wrung her hands as she watched the devastation of those giant pines her father had cherished. She thought of flames sweeping over her swamp lobelia, and crackling in the dry grass of the upper woodland where the arbutus bloomed and the quail nested. She felt it searing over the trail where her brothers' children picked glossy black chinquepins and partridge berries in the fall.

By morning the fires died down and a fresh wind swept the acrid fumes away. Then this woman could see that her crops had been saved, her stock spared, her garden and her home intact. And suddenly she knew with the clarity that follows crisis—that her neighbors were not vandals, but saviors. I have heard this story many times. It was my first lesson in how men fight fire with fire.

There is a sequel to this story, for in the spring following the fire, by the casual miracle of vernal resurrection, the scarlet lobelia bloomed again in the swamp and in the fall children gathered shining chinquepins and sprays of partridge berries. The ancient pines were gone, but beauty, happiness, and tranquillity emerged and dwelt again in the quiet security of that country home.

Our beloved country is encircled with strange fires. Alien changes, unsought opportunities, and terrifying responsibilities are upon us. Let us not wring our hands in a futility of despair, but calmly accept the fact that we are fighting fire with fire so that our heritage of freedom may endure.

This is simple philosophy and homely illustration. Of it all, I ask you to remember only this:

1. That vast changes, new opportunities, and grave responsibilities lie ahead of us.
2. That our first task is to equip ourselves with new energy, new courage, and new convictions.
3. That "the lesson of our times is that the things which were made by the hard-working, the brave, and the great cannot be preserved by the petty, the timid, and the lazy."
4. That our greatest responsibility is to see that both in- and out-of-school youth are strengthened, trained, and inspired for service.

My confidence in American teachers and in American youth is such that I profoundly expect this Association to meet again in a future of established peace when we can say to each other as the great Pitt once said to his colleagues, "We have saved ourselves by our own exertions and the world by our example."

WHAT LIES AHEAD FOR VOCATIONAL EDUCATION AS A RESULT OF THE PRESENT EMERGENCY

ROBERT O. SMALL, DIRECTOR, VOCATIONAL DIVISION, STATE DEPARTMENT OF EDUCATION, BOSTON, MASS.

You have asked me to speak at this joint meeting of those engaged in vocational services and to address myself to the topic, "What Lies Ahead for Vocational Education as a Result of the Present Emergency?"

To me, the answer is nothing short of projecting a comprehensive program for an all-out training to fit our boys and girls and men and women for profitable employment for this emergency, yes! We need it also for those better days ahead when the emergency is past, yet the need of earning a living remains. Like the poor who, the Good Book tells us, are always with us, the necessity for earning a living or getting a living will be with us always. In the past, we did relatively little about this. In the main, just let it take care of itself or in effect for most, let it fail of being cared for.

If I get any lesson out of the present defense training program, I get this one: "Never again shall America permit this condition to prevail." We should be all out to see that all our people, youth and adults, have employment for which they are trained. All society's resources shall be directed toward that end.

This is a big program, but what can you recommend short of it, if we are seriously interested in an all-out functioning democracy? I hold no brief for Mr. Hitler, but he has taught me this. Condemn him for the things he has done, but thank God for this lesson to what he has called "decadent democracies." We were soft; we still are. But out of that condition we shall come; out of it with no lessening of our standards of culture and living. We shall learn to live and also learn to make a living. A new respect for work will be gained; a new concept of an educated society will be achieved; the strength of our nation will be enhanced and our safety secured.

A Summary

I shall engage in no rehearsal of the content of such a program; there is no time for that. Let me indicate a few broad areas which lie ahead for vocational programs; then I shall set forth certain fundamental principles to which I believe we must adhere and present a defense of those principles.

In agriculture—the training of youth and adults in related mechanical phases of agricultural life must be greatly expanded. In homemaking and industrial education for girls and women, health, and hospital work, the entire scope and range of food, clothing, and home economy, budgeting light manufacturing will be greatly expanded. In industrial education for boys and men, larger area units, district, county or state schools are demanded for the large scale and more expensive types of training which few single communities should undertake (aviation, offset printing, Diesel engines, and large motor equipment and engines). There must be a wide development of courses for operatives and semiskilled workers. Apprentice

programs with industry should be developed. In distributive education there is a wide range of service only just grazed. The field of public service training opens broad channels upon which we shall be called to embark. The expansion of upgrading and supplementary courses in all fields for workers already employed should be given more widespread attention. Counseling and advisement must be developed upon more realistic bases.

Our Status

Our respective vocational achievements from the time of their inception have been commendable. When measured by their exact contributions to essential industrial preparedness and national defense, our activities in recent months and at present are exceptional.

I should enjoy dwelling at length upon them, but as I sense the values in a message from me, they rest more in restatement of the fundamentals which have operated to make our contributions possible and profitable, and in a call for alertness rather than in rehearsal of deeds accomplished. The upheavals and distractions of these times operate to confuse these fundamentals, whether you are involved in the fields of agriculture, household arts, trade and industry, distributive occupations, or guidance.

A Functioning Fact

Our form of government requires more attention and more mass intelligence than any other form. It has in its very form the seeds of its own dissolution. This is true of all its institutions. Democracy's life line—its institution of education—desperately needs intelligent attention now.

The late Glenn Frank once said, "The future of America is in the hands of three men—the administrator, the investigator, and the interpreter. . . . We never lack administrators. . . . We have ample supply of investigators. . . . There is a shortage of reliable interpreters."

I am not here to speak in the role of a promoter. I am here essaying to act as an interpreter of the bearing of the above fact upon the need, place, and plan for vocational education in a program of training for national security.

A Question and an Answer

Why do we have vocational education? Historically and legislatively, the reasons are these:

1. Before vocational education was established with us in 1908, and federally aided in all the states in 1917, manual work, school gardening, sewing, and cooking had a place in our school programs. When measured in terms of consequent profitable employment, these courses did not function. As organized, they had little or no vocational values. Their general educational values were entirely lost sight of or little appreciated.
2. At the demand of labor, employers, society, and educators, a "new deal" was called for and action taken. New legislation was enacted. This new legislation defined vocational education, created standards for it, and authorized its establishment and maintenance in vocational schools, wherever public boards of control could legally place them.
3. The old charter was retained to cover general educational objectives; a new charter was granted, which called for specific vocational objectives.

On this basis only, in the Commonwealth of Massachusetts, for over thirty-three years, and variously in other states, vocational education in the several fields covered has had its legislative authorization. On this basis only, vocational education under state and federal statutes has existed since 1917.

New Situations

Economic depression—After a generation of careful administration, tested regulations, and patient development, vocational education was firmly established on this basis with going programs of strength and vigor, when in 1929 a depression and the economic necessity entailed forced new problems upon it and the programs of the traditional secondary schools.

With scant appreciation of vocational objectives, with keen appreciation of the actual situation which unemployment brought to our youth, with all secondary schools crowded to the rafters, and with an honest desire to serve effectively the youth enrolled, the demand came to thin out the established time and content requirements for vocational education, denominate these "thinned out" courses, and serve more pupils.

National emergency—And now within the year, the situation changes again. The demand for preparedness in national defense emphasizes, as it has never before been emphasized, the need for exact and adequate vocational training for workers in industries essential for meeting a great national emergency; essential in making us mechanically ready and physically fit to fight for our independence and our institutions. All of us are today reminded that wars are won in a country's homes, schools, and factories years before arms join conflict in the field, on the sea, or in the air. We are reminded that there is no saving a nation that will not save itself, and that a nation vocationally unprepared cannot save itself.

Under either condition, depression or emergency, we must be prepared. No surer way than this proposal to thin out and submerge vocational education could be devised to destroy the vocational values we have achieved, which are to be of great service to us now. Under any circumstances, misdirected integration of vocational education will be its certain degradation.

A Conclusion

Under any economic conditions, vocational education should be thought of as an integral part of the whole educational program and not as an entity separate and apart from it. But wherever organized, it should be distinctive in character, specific in content, dominant in amount, to the end that it may result in training of a quality to command the respect of employers; from its courses, enrollees should go equipped with a skill, an art, or a service which a workaday world needs and for which its employers are prepared to pay wages.

This has been our preachment and our practice for the thirty years that state-aided vocational education has been established in our Commonwealth. It has also been yours, since first you entered upon the conduct of your respective programs in cooperation with the federal offices.

We have all stood somewhere and for something. What are the results? (a) We have something to show for our labors. (b) Our clients and those who have benefited thru their employment rally to our support. (c) Leaders, needing this type of service, in the past only mildly interested, are turning to us for help.

Competing Agencies

New federal and private agencies are in the field, planning to do for their groups the educational work for which state and federally aided vocational courses are organized. Private vocational schools are multiplying. Some are very worthwhile, others are plain exploiters capitalizing on this situation. About these, we must not be merely critical; we must be constructive, but do not fail to recognize that every area in legitimate vocational education which we overlook or fail to occupy will be taken over by some other agency. If we are not ready to take up that work when asked, these other agencies may not be blamed. More than that, we must be on our toes, demonstrating our ability, so that we cannot fail to be asked.

Do not allow yourselves to be cajoled, inveigled, or browbeaten into a surrender of your prerogatives in this field of vocational education of less than college grade. Beware of the Greeks bearing gifts. Stand your ground.

Three Hazards

Today three hazards (diseases) confront our people in general and some groups in particular, not only with regard to vocational education but with regard to our whole mode of living. They call for "therapeutic" attention.

1. There is a disease of the head—the understanding. As said previously, it manifests itself in a lack of information about and an ignorance relative to vocational education. In it there is some deliberate confusion of the facts.

From various sources I hear these criticisms: Our program is narrow—it is out of date. Our equipment is out of date. Our teachers are "back numbers," they do not know their trades. Our boys (graduates) do not know their trades. We have no business to engage in placement of our graduates. The high schools should take over this job. What "therapeutic" treatment lies ahead for us?

If, with any of you in your practices, these statements or any part of them are correct, let us set our house in order. If they are not correct, let us go out to cure this disease of confusion and ignorance, to counter on this propaganda. Your very existence is at stake if it is not done.

The following fundamentals have been and should be continued to be incorporated as functioning practices in all our programs.

a. Your instructors must command the respect of the employers who use your pupils.
b. Your programs must be substantial in time and content.
c. Your pupils must work on real economic products.
d. Your equipment must be adequate.
e. Your instructors must keep abreast of the changes in their trades.
f. You must insist upon a hand in the placement of your pupils.

2. There is a disease of the heart—a lack of sympathy. It manifests itself in a certain apathy which even possesses some of our own people. It is caused by contentment—inertia. Are we alive to the new activities which these times call upon us to enter? What "therapeutic" treatment is demanded?

Let us go out vigorously against attitudes which are described by such phrases as "leave well enough alone" and "let sleeping dogs lie." General education has in spots manifestations of this malady. It is a sure sign of age. Let us look ourselves over; do not let the ailments of age creep upon us.

3. There is a disease of the spine—a veritable paralysis which may creep upon us and hold us back. What are the "therapeutics" I prescribe?

Many situations which confront us are fraught with headaches—yes, with real dangers. Some of these situations require strong backbones; no wishbones will suffice. If in a given situation, we are "up against it" but know that we are right, there is nothing to be lost thru positive, purposeful action on our part. The world takes off its hat to such action. What we have was won by an exercise of these qualities. We must not be afraid to pioneer in difficult new fields and new situations. Do not quarrel, but do not back down.

Remember the last words of Thomas Edison, in confronting your responsibilities, "Be as brave as your fathers were before you." May I add—be brave for the things we need today. Be brave in the changed and changing life we are called upon to live. In the building of our nation, our forebears were brave; those pioneers worked hard; and because of their toils and struggles, they determined that if they achieved success, their children should be shielded from following their toilsome roads. To many of them, education came to be thought of as the way to assure their children an escape from hard labor. With some, manual work came to be deprecated, if not despised. It is safe to say that in our anxiety to save our youth from toilsome sweat, we as a people have not paid enough attention to the factor of manual work in our educational policy.

Envoy

For centuries, our education has been dominantly devised in the laudable hope, yes, conviction, that we should always be able to live in peace. As a consequence, we have become soft. Can we live in peace at our levels of culture and ease and also be strong? We must awake to the fact that we cannot have peace unless we are strong.

While we vocational educators have specifically important and practical parts to play today, our general educators have a most important contribution devising education which holds our standards of living, creates a national morale, makes us physically fit, and at the same time helps us to contribute the service which makes for material preparedness.

This cannot be done in a day. It will take time. It cannot be done with a divided house. We must start now and together gear ourselves for a long haul. This is the task that lies ahead of us. America, here we come!

World Federation of Education Associations

HISTORICAL NOTE

The world federation of education associations *was the outgrowth of a World Conference on Education which was called by the Committee on Foreign Relations of the National Education Association to meet at San Francisco in July 1923. The first biennial meeting of the World Federation of Education Associations was held in Edinburgh, Scotland, in July 1925. The second biennial conference was held in Toronto, Canada, in August 1927. The third conference was held in Geneva, Switzerland, August 1929; the fourth conference took place in August 1931, in Denver, Colorado; the fifth conference took place in August 1933, in Dublin, Ireland; the sixth conference took place in August 1935, in Oxford, England; and the seventh conference took place in August 1937, in Tokyo, Japan. In lieu of the eighth conference to have been held in Rio de Janeiro which had to be postponed, sectional meetings were held on board the cruise ship and at the University of Puerto Rico.*

The officers for the year 1941-42 are: PRESIDENT, *Paul Monroe, Garrison-on-Hudson, New York, U. S. A.;* TREASURER, *E. A. Hardy, 124 Duplex Ave., Toronto 12, Ontario, Canada;* BOARD OF DIRECTORS, *Vicepresident from Europe, G. R. Parker, 3 Lloyd's Place, Blackheath, London, S. E. 3, England; Vicepresident from Asia, M. Oshima', Japanese Education Association, Hitotsu-Bashi, Kanda-Ku, Tokyo, Japan; Vicepresident from America, Selma M. Borchardt, 1741 Park Road, N. W., Washington, D. C., U. S. A.; Francisco Benitez, Dean, College of Education, University of the Philippines, Manila, P. I.; Harry Charlesworth, General Secretary, B. C. Teachers Federation, Aldine House, 1300 Robson St., Vancouver, B. C., Canada; Hugh B. Guthrie, 65 Kinmount Ave., King's Park, Glasgow, Scotland; P. A. Inamdar, Director of Public Instruction, Idar State, Himatnagar, India; Sir Frederick Mander, General Secretary, National Union of Teachers, Hamilton House, Mabledon Place, London, W. C. 1, England; Hidejiro Nagata, President, Japanese Education Association, 83 Zoshigaya, Koishikawa-Ku, Tokyo, Japan; Jessie M. Norris, The High School, Montreal West, P. Q., Canada; Thomas J. O'Connell, General Secretary, Irish National Teachers Organization, 9 Gardiner's Place, Dublin, Ireland; H. N. Penlington, Treasurer, National Union of Teachers, The Marsh, Hemsworth, Pontefract, England; P. Seshadri, Principal, Government College, Ajmer, India; Henry Lester Smith, Dean, School of Education, University of Indiana, Bloomington, Indiana, U. S. A.; Annie C. Woodward, 78 Highland Ave., Somerville, Massachusetts, U. S. A.*

Associational Records and Information

Charter

1857—1870

The National Teachers Association
Organized August 26, 1857, at Philadelphia, Pennsylvania.
Purpose—*To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.*

The name of the Association was changed at Cleveland, Ohio, on August 15, 1870, to the "National Educational Association."

1870—1907

National Educational Association
Incorporated under the laws of the District of Columbia, February 24, 1886, under the name, "National Education Association," which was changed to "National Educational Association," by certificate filed November 6, 1886.

1907—

National Education Association of the United States
Incorporated under a special act of Congress, approved June 30, 1906, to succeed the "National Educational Association." The charter was accepted and bylaws were adopted at the Fiftieth Anniversary Convention held July 10, 1907, at Los Angeles, California.

ACT OF INCORPORATION

AN ACT TO INCORPORATE THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled:

Section 1. That the following-named persons, who are now officers and directors and trustees of the National Educational Association, a corporation organized in the year eighteen hundred and eighty-six, under the Act of General Incorporation of the Revised Statutes of the District of Columbia, viz.:

List of Incorporators

Nathan C. Schaeffer, Eliphalet Oram Lyte, John W. Lansinger, of Pennsylvania; Isaac W. Hill, of Alabama; Arthur J. Matthews, of Arizona; John H. Hinemon, George B. Cook, of Arkansas; Joseph O'Connor, Josiah L. Pickard, Arthur H. Chamberlain, of California; Aaron Gove, Ezekiel H. Cook, Lewis C. Greenlee, of Colorado; Charles H. Keyes, of Connecticut; George W. Twitmyer, of Delaware; J. Ormond Wilson, William T. Harris, Alexander T. Stuart, of the District of Columbia; Clem Hampton, of Florida; William M. Slaton, of Georgia; Frances Mann, of Idaho; J. Stanley Brown, Albert G. Lane, Charles I. Parker, John W. Cook, Joshua Pike, Albert R. Taylor, Joseph A. Mercer, of Illinois; Nebraska Cropsey, Thomas A. Mott, of Indiana; John D. Benedict, of Indian Territory; John F. Riggs, Ashley V. Storm,

of Iowa; John W. Spindler, Jasper N. Wilkinson, A. V. Jewett, Luther D. Whittemore, of Kansas; William Henry Bartholomew, of Kentucky; Warren Easton, of Louisiana; John S. Locke, of Maine; M. Bates Stephens, of Maryland; Charles W. Eliot, Mary H. Hunt, Henry T. Bailey, of Massachusetts; Hugh A. Graham, Charles G. White, William H. Elson, of Michigan; William F. Phelps, Irwin Shepard, John A. Cranston, of Minnesota; Robert B. Fulton, of Mississippi; F. Louis Soldan, James M. Greenwood, William J. Hawkins, of Missouri; Oscar J. Craig, of Montana; George L. Towne, of Nebraska; Joseph E. Stubbs, of Nevada; James E. Klock, of New Hampshire; James M. Green, John Enright, of New Jersey; Charles M. Light, of New Mexico; James H. Canfield, Nicholas Murray Butler, William H. Maxwell, Charles R. Skinner, Albert P. Marble, James C. Byrnes, of New York; James Y. Joyner, Julius Isaac Foust, of North Carolina; Pitt Gordon Knowlton, of North Dakota; Oscar T. Corson, Jacob A. Shawan, Wells L. Griswold, of Ohio; Edgar S. Vaught, Andrew R. Hickham, of Oklahoma; Charles Carroll Stratton, Edwin D. Ressler, of Oregon; Thomas W. Bicknell, Walter Ballou Jacobs, of Rhode Island; David B. Johnson, Robert P. Pell, of South Carolina; Moritz Adelbert Langer, of South Dakota; Eugene F. Turner, of Tennessee; Lloyd E. Wolf, of Texas; David H. Christensen, of Utah; Henry O. Wheeler, Isaac Thomas, of Vermont; Joseph L. Jarman, of Virginia; Edward T. Mathes, of Washington; T. Marcellus Marshall, Lucy Robinson, of West Virginia; Lorenzo D. Harvey, of Wisconsin; Thomas T. Tynan, of Wyoming; Cassia Patton, of Alaska; Frank H. Ball, of Porto Rico; Arthur F. Griffiths, of Hawaii; C. H. Maxson, of the Philippine Islands; and such other persons as now are or may hereafter be associated with them as officers or members of said Association, are hereby incorporated and declared to be a body corporate of the District of Columbia by the name of the "National Education Association of the United States," and by that name shall be known and have a perpetual succession with the powers, limitations, and restrictions herein contained.

Purpose and Departments

SEC. 2. That the purpose and objects of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. This corporation shall include the National Council of Education and the following departments, and such others as may hereafter be created by organization or consolidation, to wit: The Departments, first, of Superintendence; second, of Normal Schools; third, of Elementary Education; fourth, of Higher Education; fifth, of Manual Training; sixth, of Art Education; seventh, of Kindergarten Education; eighth, of Music Education; ninth, of Secondary Education; tenth, of Business Education; eleventh, of Child Study; twelfth, of Physical Education; thirteenth, of Natural Science Instruction; fourteenth, of School Administration; fifteenth, the Library Department; sixteenth, of Special Education; seventeenth, of Indian Education; the powers and duties and the numbers and names of these departments and of the National Council of Education may be changed or abolished at the pleasure of the corporation, as provided in its bylaws.

Powers of Corporation

SEC. 3. That the said corporation shall further have power to have and to use a common seal, and to alter and change the same at its pleasure; to sue or to be sued in any court of the United States, or other court of competent jurisdiction; to make bylaws not inconsistent with the provisions of this act or of the Constitution of the United States; to take or receive, whether by gift, grant, devise, bequest, or purchase, any real or personal estate, and to hold, grant, convey, hire, or lease the same for the purpose of its incorporation; and to accept and administer any trust of real or personal estate for any educational purpose within the objects of the corporation.

SEC. 4. That all real property of the corporation within the District of Columbia which shall be used by the corporation for the educational or other purposes of the

corporation as aforesaid other than the purposes of producing income and all personal property and funds of the corporation held, used, or invested for educational purposes aforesaid, or to produce income to be used for such purposes, shall be exempt from taxation; *provided,* However, that this exemption shall not apply to any property of the corporation which shall not be used for, or the income of which shall not be applied to, the educational purposes of the corporation; and, *provided further,* That the corporation shall annually file, with the Commissioner of Education of the United States, a report in writing, stating in detail the property, real and personal, held by the corporation, and the expenditure or other use or disposition of the same, or the income thereof, during the preceding year.

Property To Be Tax-Exempt

Members

SEC. 5. The qualifications, classifications, rights, and obligations of members of said corporation shall be prescribed in the bylaws of the corporation.

Officers

SEC. 6. (a) The officers of the corporation shall be a President, one or more Vicepresidents, a Secretary, a Treasurer, a Board of Directors, an Executive Committee, a Board of Trustees and such boards, councils, committees, and other officers as shall be prescribed in the bylaws.

Additional Boards, Councils, Committees, and Officers

(b) Except as limited by this Act, as amended, the bylaws of the corporation shall prescribe the powers, duties, terms of office, and the manner of election or appointment of the said officers, boards, councils, and committees; and the said corporation may by its bylaws make other and different provisions as to the numbers and names of the officers, boards, councils, and committees.

Board of Trustees

SEC. 7. (a) The Board of Trustees shall consist of four members elected by the Board of Directors for the term of four years, and the President of the Association, who shall be a member ex officio during his term of office. At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a trustee from two successive annual meetings of the board shall forfeit his membership.

Permanent Fund

(b) The invested fund now known as the "Permanent Fund of the National Education Association," when transferred to the corporation hereby created shall be held in such corporation as a Permanent Fund and shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly, after the proposed expenditure has been approved by the Board of Trustees and the Board of Directors, and after printed notice of the proposed expenditure has been printed in the *Journal of the National Education Association* at least two months prior to the meeting of the Representative Assembly.

(c) The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings,* unless the terms of the donation, bequest, or devise shall otherwise specify, or the bylaws of the corporation shall otherwise provide.

(d) The Board of Trustees shall elect the Secretary of the Association, who shall be Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years.

Election of Secretary

SEC. 8. That the principal office of the said corporation shall be in the city of Washington, D. C.; *provided,* That the meetings of the corporation, its officers, committees, and departments, may be held, and that its business may be transacted, and an office or offices may be maintained, elsewhere, within the United States, as may be determined in accordance with the bylaws.

Office of Corporation

SEC. 9. That the charter, constitution, and bylaws of the National Educational Association shall continue in full force and effect until the charter granted by this act shall be accepted by such Association at the next annual meeting of the Association, and until new bylaws shall be adopted; and that the present officers, directors, and trustees of said Association shall continue to hold office and perform their respective duties as such until the expiration of terms for which they were severally elected or appointed, and until their successors are elected. That at such annual meeting the active members of the National Educational Association, then present, may organize and proceed to accept the charter granted by this act and adopt bylaws, to elect officers to succeed those whose terms have expired or are about to expire, and generally to organize the "National Education Association of the United States"; and that the Board of Trustees of the corporation hereby incorporated shall thereupon, if the charter granted by this act be accepted, receive, take over, and enter into possession, custody, and management of all property, real and personal, of the corporation heretofore known as the National Educational Association incorporated as aforesaid, under the Revised Statutes of the District of Columbia, and all its rights, contracts, claims, and property of every kind and nature whatsoever, and the several officers, directors, and trustees of such last-named Association, or any other person having charge of any of the securities, funds, books, or property thereof, real or personal, shall on demand deliver the same to the proper officers, directors, or trustees of the corporation hereby created. *Provided,* That a verified certificate executed by the presiding officer and secretary of such annual meeting, showing the acceptance of the charter granted by this act by the National Educational Association, shall be legal evidence of the fact, when filed with the Recorder of Deeds of the District of Columbia; and, *provided further,* That in the event of the failure of the Association to accept the charter granted by this act at said annual meeting then the charter of the National Educational Association and its incorporate existence shall be and are hereby extended until the thirty-first day of July, nineteen hundred and eight, and at any time before said date its charter may be extended in the manner and form provided by the general corporation of the District of Columbia.

Acceptance of This Charter

SEC. 10. That the rights of creditors of the said existing corporation, known as the National Educational Association, shall not in any manner be impaired by the passage of this act, or the transfer of the property heretofore mentioned, nor shall any liability or obligation, or payment of any sum due or to become due, or any claim or demand, in any manner, or for any cause existing against the said existing corporation, be released or impaired; and the corporation hereby incorporated is declared to succeed to the obligations and liabilities, and to be held liable to pay and discharge all of its debts, liabilities, and contracts of the said corporation so existing, to the same effect as if such new corporation had itself incurred the obligation or liability to pay such debts or damages, and no action or proceeding before any court or tribunal shall be deemed to have abated or been discontinued by reason of this act.

Rights of Creditors

Amendments to Charter

SEC. 11. That Congress may from time to time alter, repeal, or modify this act of incorporation, but no contract or individual right made or acquired shall thereby be divested or impaired.

Creation of Representative Assembly

SEC. 12. That said corporation may provide, by amendment to its bylaws, that the powers of the active members exercised at the annual meeting in the election of officers and the transaction of business shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected, and governed in accordance with the provisions of the bylaws adopted by said corporation.

Sections 1-11 were passed by Congress and approved by the President, June 30, 1906. They were accepted and adopted as the constitution of the National Education Association of the United States by the active members of the National Educational Association in annual session at Los Angeles, California, July 10, 1907.

Section 12 was passed by Congress and approved by the President of the United States, May 13, 1920, as an amendment to the original act of incorporation. It was accepted and adopted as an amendment to the constitution of the National Education Association of the United States by the active members thereof in annual session at Salt Lake City, Utah, July 9, 1920.

Sections 5-8 were amended by Congress and approved by the President of the United States, June 14, 1937. These amendments were accepted as amendments to the charter and adopted as amendments to the constitution by the Representative Assembly of the National Education Association of the United States at Detroit, Michigan, June 29, 1937.

Bylaws

As Amended at the Annual Business Meeting of the Representative Assembly, Boston, July 1941

ARTICLE I—MEMBERSHIP

Membership Defined

SECTION 1. The membership of the National Education Association shall consist of four classes: Active, Associate, Corresponding, and Institutional, whose qualifications, rights, and obligations shall be as hereinafter prescribed; provided, however, that no person shall be admitted or continued in membership in the NEA who advocates or who is a member of an organization that advocates changing the form of government of the United States by any means not provided for in the Constitution of the United States.

SEC. 2. Active members of the Association shall be those actively engaged in the profession of teaching or other educational work.

Obligations and Privileges

SEC. 3. The dues of an active member shall be $2 or $5 annually or $100 for a Life Membership. Active members shall be entitled to attend all meetings of the Association and its several Departments, to vote for delegates to the Representative Assembly, and to hold office. Those who pay annual dues of $2 shall be entitled to receive the *Journal*. Those who pay annual dues of $5 shall be entitled to receive, in addition to the *Journal*, the *Research Bulletins* and the volume of *Proceedings*. Those who pay $100 become members for life without payment of additional dues and are entitled to receive the *Journal*, the *Research Bulletins*, and the volume of *Proceedings*.

SEC. 4. All Life Directors shall have all the rights and privileges of active members without the payment of annual dues, and shall receive free without application or condition the publications of the Association.

Life Directors

SEC. 5. Associate members of the Association shall be persons who are not actively engaged in the profession of teaching or other educational work, but who are otherwise interested in the promotion of education. The annual dues of an associate member shall be the same as the dues of an active member and he shall have the same rights and privileges, except the right to vote, to serve as a delegate in the Representative Assembly, and to hold office.

Associate Members

SEC. 6. Eminent educators not residing in America may be elected by the Board of Directors as corresponding members. The number of corresponding members shall not at any time exceed fifty. They shall pay no dues and may receive free the publications of the Association.

Corresponding Members

SEC. 7. Institutional Membership in the Association may be held only by libraries in normal schools, teachers colleges, liberal arts colleges, and universities, and by public libraries. The annual dues for the regular Institutional Membership shall be $5, which shall entitle the institution to receive the *Journal,* the *Research Bulletins,* and the volume of *Proceedings.* A special Institutional Membership shall be available to the above-named institutions for a fee of $2. This shall entitle the institution to receive the *Journal* only. Institutional Membership shall have no rights other than to receive the publications named.

Institutional Members

SEC. 8. The right to vote, to serve as a delegate in the Representative Assembly, and to hold office in the Association or in any Department thereof, shall be limited to active members whose dues are paid. The right to vote and to hold office in the National Council of Education shall be limited to the membership of the said Council whose dues are paid in the National Education Association.

Right To Vote

SEC. 9. The Representative Assembly shall be composed of the President, twelve Vicepresidents, the Executive Secretary, and Treasurer of the National Education Association, the United States Commissioner of Education, and the delegates elected from the various Affiliated State and Local Associations as provided in the bylaws.

Representative Assembly

ARTICLE II—OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

SECTION 1. (a) The officers of said corporation shall be a President, a First Vicepresident, eleven other Vicepresidents, an Executive Secretary, a Treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the bylaws. (See Act of Incorporation, section 6, first paragraph.)

(b) The Board of Directors shall consist of the President, the First Vicepresident, the Treasurer, the Chairman of the Board of Trustees, and one additional member from each state, territory, or district to be elected by the Representative Assembly, and of all Life Directors of the National Education Association, provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director for the term of three years or until their suc-

Officers, Directors, Trustees, and Committees

cessors are chosen, except that the term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 of each year.

(c) The terms of the members of the Board of Directors elected from the states, the District of Columbia, and the territorial possessions shall be for three years, the terms of one-third of the members expiring each year. All members of the Board of Directors representing the states, the District of Columbia, and the territorial possessions shall be nominated by the said states, the District of Columbia, and the territorial possessions to the Representative Assembly for election by that body. All members so elected to take office at the close of the annual meeting in 1937 shall draw lots to determine who shall serve one, two, or three years. Thereafter all terms of office for such members shall be for a three-year period.

(d) The Executive Committee shall consist of nine members as follows: The President of the Association, the Junior Past President, the First Vicepresident, the Treasurer, the Chairman of the Board of Trustees, two members elected by the Board of Directors for the term of one year, and two members elected by the Representative Assembly for the term of one year. A director elected to the Executive Committee shall continue as a member of the Board of Directors.

(e) The Board of Trustees shall consist of four members elected by the Board of Directors for a term of four years and the President of the Association who shall be a member ex officio during his term of office. (See Act of Incorporation, section 7, first paragraph, first sentence.)

(f) The election of officers and transaction of business at the annual business meeting shall be by a Representative Assembly composed of delegates apportioned, elected, and governed as hereinafter provided.

SEC. 2. The State Teachers Association or Educational Association of a state, territory, or district, may become affiliated with the National Education Association and shall be designated an Affiliated State Association. Each Affiliated State Association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an Affiliated State Association shall be $10. Said Association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings,* reports of committees, and all special bulletins and announcements when issued.

Affiliated State Associations

SEC. 3. A Local Educational Association or Teachers Organization within a state, territory, or district may make application to affiliate with the National Education Association. Each affiliated organization shall be designated an Affiliated Local Association.

Affiliated Local Associations

All applications for affiliation shall, after thoro investigation, be subject to the approval of the Executive Committee.

Each Affiliated Local Association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an Affiliated Local Association shall be $5 which shall entitle said Association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of *Proceedings,* reports of committees, and all bulletins and announcements when issued.

SEC. 4. Each Affiliated Association, both state and local, shall be furnished a certificate of membership.

SEC. 5. Each Affiliated State Association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association, up to five hundred such active members, and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated State Delegates.

State Delegates

SEC. 6. Each Affiliated Local Association shall be entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated Local Delegates.

Local Delegates

SEC. 7. Only active members of the National Education Association shall be eligible to be delegates to the Representative Assembly, and to vote in the election of delegates in a State or Local Affiliated Association. An active member shall be permitted to vote for the election of delegates in but one Affiliated Local Association. For determining the apportionment of delegates, an active member may be counted in two Affiliated Associations, and no more; and one of these shall be the State Association.

Selection of Delegates

SEC. 8. The President, the Twelve Vicepresidents, the Executive Secretary, and Treasurer of the National Education Association, and the United States Commissioner of Education, shall be ex-officio delegates to the Representative Assembly.

Ex-Officio Delegates

SEC. 9. Delegates shall file their credentials with the Executive Secretary of the Association on blanks furnished by him for that purpose not later than ten days before the beginning of the annual meeting. The Executive Secretary shall turn over such credentials to the Credentials Committee, when appointed, with such information thereon as may be obtained from the records of the Association. The Representative Assembly shall be the final judge of the qualifications of delegates. The delegates shall have equal rights and each shall have one vote. Meetings of the Representative Assembly shall be open to the active members of the Association who shall be privileged to address the Assembly on subjects pertaining to the Association. The Representative Assembly shall adopt rules of procedure which shall not conflict with the charter and bylaws of the Association. It shall recommend an equitable plan for paying some part of the expenses of delegates to the annual business meeting of the Association.

Delegates; Credentials; Voting; Freedom of Floor

ARTICLE III—DUTIES OF OFFICERS

SECTION 1. The President shall preside at all meetings of the Association and shall perform the duties prescribed by the Act of Incorporation, these bylaws, and standing rules, and in addition such duties as usually devolve upon the Chief Executive of such an Association. In the absence of the President, the First Vicepresident shall preside. In the absence of the President and the First Vicepresident a Chairman pro tempore shall be elected under the direction of the Executive Secretary of the Association. The President shall prepare the program for the general sessions of the annual meeting of the Association and shall have power to confer with the

Duties of the President

President of the Council and the heads of the several Departments and to make such recommendations in regard to the program of the Council and the several Departments as will, in his opinion, promote the interest of the annual meeting. The President shall be a member ex officio of the Board of Trustees and Chairman of the Board of Directors and of the Executive Committee. He shall sign all bills approved for payment by the Board of Directors and all bills approved or authorized by the Executive Committee acting for and under the instruction of the Board of Directors. On the expiration of his term of office as President, he shall be known as the Junior Past President and shall serve on the Executive Committee for the term of one year.

Duties of Vicepresidents

SEC. 2. (a) The First Vicepresident shall serve as a member of the Executive Committee. In case the office of President becomes vacant, the First Vicepresident shall become President and shall assume the duties and authority of the office.

(b) The other Vicepresidents shall serve as Assistants to the President for such services as may be required of them.

Duties of the Executive Secretary

SEC. 3. The Executive Secretary shall keep a full and accurate record of the proceedings of the general meetings of the Association and all meetings of the Board of Directors and of the Executive Committee, shall conduct the business of the Association as provided in the Act of Incorporation and these bylaws and, in all matters not definitely prescribed therein, shall be under the direction of the Board of Directors or of the Executive Committee acting for the Board of Directors, and, in the absence of instructions from the Board of Directors or the Executive Committee, shall be under the direction of the President.

Duties of the Treasurer

SEC. 4. The Treasurer shall perform the duties prescribed by the Act of Incorporation and these bylaws. He shall receive from the Executive Secretary and, under the direction of the Board of Trustees, shall hold in safekeeping all moneys paid to the Association; and shall pay the same only upon the order of the Board of Trustees.

SEC. 5. (a) The Board of Directors when in session shall have power to fill all vacancies in their own body and shall have in charge the general interests of the corporation, excepting those entrusted to the Board of Trustees. (See paragraph (e) of this section.)

(b) At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one Trustee for the term of four years. All vacancies occurring in said Board of Trustees, whether by resignation or otherwise, shall be filled by the Board of Directors for the unexpired term; and the absence of a Trustee from two successive annual meetings of the Board shall forfeit his membership. Only members who have the qualifications required of Directors shall be elected Trustees. (See Act of Incorporation, section 7, first paragraph, last two sentences.)

(c) The Board of Directors shall take such action with respect to the Permanent Fund of the Association, its accretions and income, as is authorized by the Act of Incorporation or these bylaws and standing rules. (See Act of Incorporation, section 7, second paragraph, part of second sentence.)

(d) The Board of Directors may determine what office or offices of the Association may be maintained in the United States other than its principal place of business in Washington, D. C., and where the meetings of the corporation, its officers, committees, and departments may be held, and what business other than provided by the Act of Incorporation, these bylaws, and standing rules may be transacted at such office or offices and meetings. (See Act of Incorporation, section 8.)

(e) The Board of Directors shall have such powers and perform such duties as are prescribed by the Act of Incorporation and by these bylaws; shall elect corresponding members as prescribed in Section 6 of Article I of these bylaws. The Board of Directors shall approve all bills incurred by itself or by the Executive Committee, or the President or the Executive Secretary acting under the authority of the Board of Directors; shall appropriate from the current funds of the year the amounts of money ordered by the Representative Assembly at the annual business meeting of the same for the work of all special committees of research and investigation authorized and provided for at the annual business meeting, and for all other needs of the Association; shall make a full report of the financial condition of the Association including the reports of the Executive Secretary, the Treasurer, and the Board of Trustees to the Representative Assembly at its annual business meeting, and shall do all in its power to make the Association a useful and honorable institution.

Duties of the Board of Directors

(f) The Board of Directors shall meet in connection with the annual meeting of the Representative Assembly, and may meet in connection with the annual meeting of the American Association of School Administrators and at such other times and places as may be determined by the President or requested in writing by a majority of the elective members of the Board of Directors.

SEC. 6. (a) The Executive Committee shall have authority to represent and to act for the Board of Directors in the intervals between the meetings of that body, to the extent of carrying out the legislation adopted by the Board of Directors under general directions as may be given by said Board.

(b) The Executive Committee may recommend to the Representative Assembly at the annual business meeting the appointment of special committees for investigation or research, the subjects for which may have been suggested by the National Council or by the active members of the National Education Association or by any of its Departments; it shall recommend the amount of money to be appropriated for such investigations. When such special committees are provided for and duly authorized by the Representative Assembly and appropriations for them have been authorized by the Board of Directors, the Executive Committee shall, under the instructions of the Board of Directors, have general supervision of them. The Executive Committee shall receive and consider all reports made by the special committees and shall print these reports and present them, together with the reports of the Executive Secretary, the Treasurer, and the Board of Trustees, and the recommendations of the Executive Committee thereon, to the Board of Directors, which shall transmit the same with recommendations to the Representative Assembly at its annual business meeting. All such special committees shall be appointed by the President of the Association.

Duties of Executive Committee

(c) The Executive Committee shall fill all vacancies occurring in the body of officers of the Association, except as otherwise provided for in the Act of Incorporation or in these bylaws. Except as otherwise provided, the Executive Committee shall determine the rank of the Vicepresidents for the purpose of determining the order of succession to the presidency should a vacancy occur.

SEC. 7. (a) The Board of Trustees shall have such powers and perform such duties as are prescribed by the Act of Incorporation; shall require of the Executive Secretary and Treasurer bonds in such amounts as may be determined by said Board for the faithful performance of their duties; shall make a full report of the finances of the Association to the Executive Committee not later than ten days prior to the annual meeting of the Association, which report shall be transmitted by the Executive Committee to the Board of Directors at the first regular meeting of the Board held in connection with the annual meeting of the Association. It shall annually choose its own chairman and secretary.

Further Duties of Trustees

(b) The Board of Trustees shall have charge of the Permanent Fund and shall provide for the safekeeping and investing of such Fund and of all other funds which the corporation may receive by donation, bequest, or devise. It shall also be the duty of the Board of Trustees to issue orders on the Treasurer for the payment of all bills approved by the Board of Directors, or by the President and Executive Secretary of the Association acting under the authority of the Board of Directors. When practicable, the Board of Trustees shall invest, as part of the Permanent Fund, all surplus funds exceeding $500 that shall remain in the hands of the Treasurer after paying the expenses of the Association for the previous year, and providing for the fixed expenses and for all appropriations made by the Board of Directors for the ensuing year. (See Act of Incorporation, section 7.)

(c) The Board of Trustees shall elect the Executive Secretary of the Association, who shall be Secretary of the Executive Committee, and shall fix the compensation and the term of his office for a period not to exceed four years. (See Act of Incorporation, section 7.)

ARTICLE IV—THE NATIONAL COUNCIL OF EDUCATION

Function of National Council

SECTION 1. The National Council of Education shall discuss educational questions of public and professional interest; propose to the Executive Committee, from time to time, suitable subjects for investigation and research; have a report made at its annual meeting on "Educational Progress during the Past Year"; and in other ways use its best efforts to further the objects of the Association and to promote the cause of education in general.

Membership

SEC. 2. The National Council of Education shall consist of not less than 120, nor more than 200, members to be selected as provided by its bylaws.

Time of Meeting

SEC. 3. The annual meeting of the Council shall be held during the week of the annual meeting of the Association.

Loss of Membership

SEC. 4. The absence of a regular member from two successive annual meetings of the Council shall be considered equivalent to his resignation of membership. Persons whose regular membership in the Council has expired shall be denominated honorary members of the Council during the time of their active membership in the Association with the privilege of attending the regular sessions of the Council and participating in its discussions. A member who discontinues or forfeits his active membership in the Association forfeits his membership in the Council.

Council Officers

SEC. 5. The officers of the Council shall consist of a President, a Vicepresident, a Secretary, and such standing committees as may be prescribed by its bylaws, all of whom shall be regular members of the Council. The Secretary of the Council shall, in addition to performing the duties pertaining to his office, furnish the Executive Secretary of the Association a copy of the proceedings of the Council for publication.

Bylaws and Powers of Council

SEC. 6. The National Council of Education is hereby authorized to adopt bylaws for its government not inconsistent with the act of incorporation or the bylaws of the Association; *provided,* That such bylaws be submitted to, and approved by the Board of Directors of the Association before they shall become operative.

SEC. 7. The powers and duties of the Council may be changed or the Council abolished upon a two-thirds vote of the Representative Assembly taken at the annual meeting of the Association; *provided,* That notice of the proposed action has been given at the preceding annual business meeting of the Association.

ARTICLE V—DEPARTMENTS

SECTION 1. The following Departments are now (1940) in existence, to wit: The Departments, first, of American Association of School Administrators; second, of Vocational Education; third, of Kindergarten-Primary Education; fourth, of Music Educators National Conference; fifth, of Secondary Teachers; sixth, of Business Education; seventh, of American Association for Health, Physical Education, and Recreation; eighth, of Science Instruction; ninth, of Rural Education; tenth, of Classroom Teachers; eleventh, of Deans of Women; twelfth, of Adult Education; thirteenth, of Elementary School Principals; fourteenth, of Visual Instruction; fifteenth, of Social Studies; sixteenth, of Teachers Colleges; seventh, of Lip Reading; eighteenth, of Secondary-School Principals; nineteenth, of Supervisors and Directors of Instruction; twentieth, of Educational Research; twenty-first, of International Council for Exceptional Children; twenty-second, of Home Economics; twenty-third, of Administrative Women in Education; twenty-fourth, of Art Education; twenty-fifth, of Teachers of Speech; twenty-sixth, Garden Education; twenty-seventh, of Journalism Directors. There is also the National Council of Education.

Members of Departments

SEC. 2. Each Department shall have the right to fix the qualifications of its members for the purpose of electing officers and transacting the other business of the Department; *provided,* Active members of the Association, and no others shall be eligible to such Department membership; and *provided also,* That all active members of the Association shall be permitted to attend the professional programs and discussions of any Department.

Department Meetings

SEC. 3. Each Department shall hold an annual meeting at the time and place of the meeting of the Association except as otherwise provided in these bylaws and standing rules or as directed by the Board of Directors, or by the Executive Committee acting under the general instructions of the Board of Directors.

Object of Department Meetings

SEC. 4. The object of the meetings of the Departments shall be the discussion of questions pertaining to their respective fields of educational work. The programs of these meetings shall be prepared by the respective presidents under the general direction of the President of the Association. Each Department shall be limited to two sessions, with formal programs, unless otherwise ordered by the President of the Association, except that a third session of business or informal round table conference may be held at the discretion of the Department officers.

Officers of Departments

SEC. 5. The officers of each Department shall consist of a President, a Vice-president, a Secretary, and such other officers as may be deemed necessary by the Department, who shall be elected at the last formal session of the Department to serve for the term of office specified in the regulations of the Department and until their successors are duly elected; and who shall at the time of their election, be active members of the Association. Each Department shall provide for the creation of an Executive Committee, and assign to it any duties consistent with the purposes of the Department and the Act of Incorporation and bylaws of the Association. In case there is a vacancy in the office of President of any Department, it shall be filled by appointment made by the Executive Committee of the Department. Any other Departmental vacancy shall be filled by appointment made by the President of the Department.

Department Headquarters

SEC. 6. The Secretary of each Department shall, in addition to performing the duties usually pertaining to his office, furnish to the Executive Secretary of the Association a copy of the proceedings of the meetings of the Department for publication. No Department shall establish an office outside of the general headquarters of the Association without the consent of the Board of Directors.

Rights of Departments

SEC. 7. All Departments shall have equal rights and privileges, with the exception stated in section 3 of this Article. They shall be named in section 1 of this Article in the order of their establishment and shall be dropped from the list when discontinued.

How Established

SEC. 8. Upon the recommendation of the Board of Directors a new Department may be established by vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting; *provided,* That a written application for said Department with title and purpose of the same shall have been made at the regular meeting of the Assembly next preceding the one at which action is taken by at least 250 members engaged or interested in the field in the interest of which the Department is proposed to be established; *provided,* That no group shall be admitted to Departmental status until it shall have held constructive meetings for at least three successive years.

A Department already established may be discontinued upon a two-thirds vote of the Representative Assembly, at any business meeting; *provided,* That announcement of the purpose to discontinue has been made at the preceding annual business meeting. The Board of Directors may recommend to the Representative Assembly the discontinuance of any Department. Upon the recommendation of the Board of Directors a Department which has failed to hold a regular meeting for two successive years may be discontinued by a vote of two-thirds of the delegates to the Representative Assembly present at any annual meeting.

Fees for Department Members

SEC. 9. Any Department, by a two-thirds vote of those voting at any regular business meeting, may levy a membership fee to supplement its allowance from the Association. Such membership fees shall be paid to the Secretary of the Department who shall transmit them monthly to the Executive Secretary of the Association. Such funds shall be added to the Department's allowance from the Association and shall be used for the work of said Department only, and shall be disbursed upon the recommendation of the executive officers of the Department in the same manner as other funds of the Association are disbursed.

SEC. 10. Each Department is hereby authorized to adopt bylaws for its government not inconsistent with the Act of Incorporation or the bylaws of the Association; *provided,* That such bylaws be submitted to, and approved by, the Board of Directors of the Association before they shall become operative.

ARTICLE VI—COMMITTEES

Bylaws and Rules

SECTION 1. There shall be a Committee on Bylaws and Rules which shall serve as an advisory and interpreting committee. The Committee shall consist of five members appointed by the President as follows: In July 1935, the retiring president shall appoint two members, one to serve for three years and one to serve for four years. The incoming president shall appoint three members of this Committee: one to serve for one year; one to serve for two years; and one to serve for five years. In July 1936, and in each July thereafter, the President shall appoint one member to serve for five years All proposed amendments to the charter and to the bylaws shall be referred to this Committee for comment. This Committee shall be responsible for recommending and presenting rules of procedure to the Representative Assembly from year to year. This Committee may render decisions on any points referred to it by the Executive Committee, the Executive Secretary, or the President of the Association.

SEC. 2. In all committees, boards, or councils in which the entire personnel is named that year by the President, the President shall appoint the chairmen. In all other cases, the committee, board, or council shall elect its own chairman.

ARTICLE VII—MEETINGS

SECTION 1. Stated meeting of the Association, of the National Council of Education, and of all Departments, except as otherwise provided, shall be held at such time and place as shall be determined by the Board of Directors or by the Executive Committee acting under the instructions of the Board of Directors.

Meetings To Be Held Annually

ARTICLE VIII—PROCEEDINGS

SECTION 1. The *Proceedings* of the Association, of the Council, of the Departments, and of all commissions and committees, shall be published at the discretion of and under the direction of the Executive Committee; *provided,* That such publication has been approved and the money therefor appropriated by the Board of Directors.

Publication of Proceedings

SEC. 2. No paper, lecture, or address shall be read before the Association or any of the Departments in the absence of the author, without the approval of the President of the Association, or of the President of the Department interested; nor shall any such paper, lecture, or address be published in the *Proceedings* without the approval of the Executive Committee.

Absence of Author

ARTICLE IX—QUORUM AND RULES OF ORDER

SECTION 1. Elected directors from twenty-five states shall constitute a quorum of the Board of Directors. A majority of all the accredited delegates, representatives of not less than twenty-five states, shall constitute a quorum of the Representative Assembly.

Quorum

SEC. 2. *Robert's Rules of Order Revised* shall be the authority governing all matters of procedure not otherwise covered in the Act of Incorporation and in these bylaws, standing rules, and in the rules of procedure adopted by the Representative Assembly.

ARTICLE X—PERMANENT FUND

SECTION 1. The invested fund now known as the "Permanent Fund of the National Educational Association," when transferred to the corporation hereby created, shall be held by such corporation as a Permanent Fund.

SEC. 2. The Permanent Fund shall be in charge of the Board of Trustees, who shall provide for the safekeeping and investment of such fund, and of all other funds which the corporation may receive by donation, bequest, or devise. (Article III, section 6, second paragraph, first sentence.)

SEC. 3. No part of the principal of such Permanent Fund or its accretions shall be expended, except by a two-thirds vote of the Representative Assembly upon the recommendation of the Board of Trustees, after such recommendation has been approved by vote of the Board of Directors and after printed notice of the proposed expenditure has been mailed to all active members of the Association, and after all other requirements of the bylaws and the Act of Incorporation have been fulfilled.

SEC. 4. The income of the Permanent Fund shall be used only to meet the cost of maintaining the organization of the Association and of publishing its annual volume of *Proceedings,* unless the terms of the donation, bequest, or devise shall otherwise specify, or the Board of Directors shall otherwise order.

ARTICLE XI—AMENDMENTS

SECTION 1. These bylaws may be altered or amended at the annual meeting of the Representative Assembly by unanimous vote, or by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association.

SEC. 2. In all voting on proposed amendments to the charter, bylaws, and standing rules, written ballots shall be used whenever 200 members of the representative Assembly by petition or by standing vote shall indicate that ballot voting is desired. In case a petition for secret ballot is signed by at least 200 members of the Representative Assembly and filed with the Executive Secretary he shall arrange for written ballots in accordance with the petition. State delegations may vote by ballot. The results shall be announced by the chairman of each delegation as the roll of states is called; such vote to be determined by the actual number of delegates present at such meeting and voting. Upon the request of three delegates any state delegation must vote by ballot.

SEC. 3. The standing rules may be amended at the annual meeting of the Representative Assembly without notice by two-thirds vote of the Representative Assembly and by a majority vote of the Representative Assembly if the amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken.

Standing Rules

MEMBERSHIP

Membership Year

Rule 1. The membership year shall be from September 1 to August 31. All membership dues shall be credited to the current membership year unless otherwise requested.

Time and Place of Payment of Dues

Rule 2. The annual dues of members shall be sent to the Executive Secretary on or before December 31. An active member failing to pay dues as herein provided shall forfeit the privileges of membership and be dropped from the list of members.

Membership Card

Rule 3. The Executive Secretary of the Association shall furnish each member of the Association a membership card, declaring him to be a member of the National Education Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the charter and bylaws of the Association. Arrangements may be made with Local and State Affiliated Associations for the issuance of a coinclusive membership card, or insignia, or both on a voluntary basis.

OFFICERS, REPRESENTATIVE ASSEMBLY, AND AFFILIATED ASSOCIATIONS

Nominations

Rule 4. (a) At the first business meeting of the Representative Assembly on the second day of the annual meeting of the Association, nominations for the following offices shall be made: President, Vicepresidents, Treasurer, and the two members of the Executive Committee to be elected by the delegates. Candidates for said offices shall be nominated from the floor upon roll call of the states.

(b) On the first day of the annual meeting of the Association the delegates of each state, territory, and district of the United States in which the term of office expires shall nominate one person for member of the Board of Directors, except any State which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting shall be entitled to a second director, and the name of such person or persons shall be reported to the Representative Assembly at the first business meeting upon roll call of the states. The term of the second director of any state shall be contingent on the maintenance of 20,000 or more paid members in the NEA as of May 31 of each year. Any person to qualify to serve as Director shall have been an active member with dues paid in the National Education Association and in a State, or District, or Territory, and a Local Association, if organized, for a three-year period immediately preceding the election, provided, however, That the requirement of membership in a state association for a candidate for Director from a city having 10,000 or more National Education Association members as of May 31 may be waived by a majority vote of the delegates present from that State. Only delegates who are active members of the National Education Association and whose dues have been paid in a State, or District, or Territory, or a Local Association, if organized, respectively, shall have the right to vote for such directors.

Qualifications of Directors

(c) On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 a. m. to 3 p. m., at such place or places as the President of the Association shall designate. The candidates for President, First Vicepresident, Treasurer, member of Board of Directors from each state, territory, or district, respectively, in which the term of office expires and the eleven other candidates for the office of Vicepresident receiving the highest number of votes shall be declared elected. The President of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided.

Election of Officers

Rule 5. Each Affiliated Association shall be entitled to the active assistance and support of the National Education Association in promoting the interest of such Affiliated Association and its members insofar as such interest comes within the purpose and object of the National Education Association as set forth in its charter. The Executive Secretary of the National Education Association shall, with the advice and approval of the Executive Committee, make such arrangements for mutual cooperation between the National Education Association and the State and Local Affiliated Associations as will promote the welfare of all and advance the interests of the teaching profession.

Relationship: National, State, and Local

OTHER DUTIES OF EXECUTIVE SECRETARY

Rule 6. The Executive Secretary shall receive or collect all moneys due the Association and pay the same each month to the Treasurer. He shall countersign all bills approved for payment by the Board of Directors, or by the Executive Committee acting under the authority of the Board of Directors or by the President acting under authority of the Board of Directors or of the Executive Committee. He shall countersign checks drawn by the Treasurer in payment of bills and shall deposit in an authorized depository in the name of the Association and disburse therefrom any funds authorized by the Board of Trustees advanced to him by the Treasurer for the payment of expenses set forth in the budget adopted by the Representative Assembly. The Executive Secretary shall have his records present

Duties of the Executive Secretary

at all meetings of the Association, of the Board of Directors, and of the Executive Committee. He shall keep a list of members and shall revise said list annually. He shall be Secretary of the Board of Directors. He shall be the custodian of all the property of the Association not in charge of the Treasurer and the Board of Trustees. He shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. He shall submit his annual report to the Executive Committee not later than fifteen days before the annual meeting of the Association, which report shall be transmitted to the Board of Directors at its annual meeting. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association. The Executive Secretary shall not print, publish, or distribute any official report or other document without the approval of the Board of Directors or of the Executive Committee acting under the general instruction of the Board of Directors.

OTHER DUTIES OF TREASURER

Duties of the Treasurer

Rule 7. The Treasurer shall notify the President of the Association and the Chairman of the Board of Trustees whenever the surplus funds in his possession exceed $500; shall keep an exact account of his receipts and expenditures with vouchers for the latter, and said accounts, ending on the thirty-first day of May each year, he shall render to the Executive Committee not later than ten days before the annual meeting of the Association, and when approved by said Committee, these accounts shall be transmitted by this Committee to the Board of Directors at its meeting held in connection with the annual meeting of the Association and a copy of the report shall be transmitted to the Representative Assembly for its information. The Treasurer shall give such bond for the faithful performance of his duties as may be required by the Board of Trustees. At the expiration of his term of office, he shall transfer to his successor all moneys, books, and other property in his possession belonging to the Association.

COMMITTEES

Budget Committee

Rule 8. The Board of Directors shall appoint at its annual meeting a Budget Committee for the ensuing year, whose duty it shall be to prepare and present a budget to the Board of Directors at its next meeting. The Budget Committee shall have authority to secure the support of the Auditing Committee in preparing this budget.

Auditing Committee

Rule 9. Not later than five months before the end of the fiscal year, the President shall appoint an Auditing Committee, consisting of three active members of the Association, no one of whom shall be either a Trustee or a Director; to this Committee shall be referred the report and audit of the expert accountant or accountants, together with the communication of the President transmitting the same as provided in Rule 14; and the Committee shall report its findings to the Board of Directors.

Delegates Meet by States

Rule 10. On the first day of the annual meeting of the Association, at such time and place as shall be designated on the annual program by the President of the Association, the accredited delegates to the Representative Assembly from each state shall elect one member and one alternate who are active members of the Association for each of the following committees, to serve for the ensuing year: Credentials, Resolutions, and Necrology.

Credentials

Rule 11. The Committee on Credentials shall receive the official list of delegates from the Executive Secretary and report thereon to the Representative Assembly.

Rule 12. The Committee on Resolutions shall report at the annual business meeting of the Representative Assembly, and except by unanimous consent or by a two-thirds vote, all resolutions shall be referred to said Committee without discussion. This Committee shall receive and consider all resolutions proposed by active members, or referred to it by the President. Some time during the second day of the annual meeting of the Association the Committee shall hold a meeting, at a place and time to be announced in the printed program, for the purpose of receiving proposed resolutions and hearing those who may wish to advocate them.

Resolutions

Rule 13. The Committee on Necrology may prepare for the published *Proceedings* brief memorial tributes to members who have died during the year.

Necrology

Rule 14. Within thirty (30) days prior to the time of the annual meeting of the Association, the President shall appoint a competent person, firm, or corporation, licensed to do business as expert accountants; the accountant or accountants so appointed shall examine the accounts, papers, and vouchers of the Executive Secretary, the Treasurer, and the Board of Trustees, and compare the same; shall also examine the securities of the Permanent Fund held by the Board of Trustees. The report of said accountant or accountants shall be filed with the President not less than ten days before the opening day of the annual meeting of the Association, and shall be by him submitted to the Auditing Committee with such comments as he may think proper.

Examination of Accounts

Rule 15. The Representative Assembly may provide such additional committees as it may deem wise.

ANNUAL AND BUSINESS MEETINGS

Rule 16. The first day of the annual meeting shall be Monday; the first day of the business meeting shall be Tuesday.

Rule 17. (a) The annual business meeting of the Representative Assembly shall begin at 9 a. m., on the second day of the annual meeting of the Association. A regular meeting of the Board of Directors shall be held in connection with the annual meeting of the Association. The time and place of such meeting shall be designated in the program. The Executive Secretary shall notify the members of the Board of Directors of the time and place of meeting, not less than thirty (30) days before the meeting.

Meetings of Assembly, Directors, and Trustees

MEETING OF NEW BOARD OF DIRECTORS

(b) The first regular meeting of the new Board of Directors shall be held as soon as practicable and within twenty-four hours after the close of the last session of the annual meeting. The place and time of this meeting shall be announced in the printed program.

MEETING OF BOARD OF TRUSTEES

(c) The Board of Trustees shall hold its annual meeting at some convenient time and immediately following the meeting of the new Board of Directors. Special meetings of the Trustees may be called by the Chairman and shall be called on request of a majority of the Board of Trustees. Due notice of all meetings of the Board of Trustees shall be given to every member of the Board by the Secretary thereof.

NATIONAL EDUCATIONAL ASSOCIATION

NOW KNOWN AS THE

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

CERTIFICATE

of Acceptance of Charter and Adoption of Bylaws under the Act of Congress approved June 30, 1906.

We, the undersigned, Nathan C. Schaeffer, the presiding officer, and Irwin Shepard, the Secretary of the meeting of the National Educational Association held at Los Angeles, California, on the 10th day of July, 1907, said meeting being the annual meeting of the Association held next after the passage of an act of Congress entitled "An Act To Incorporate the National Education Association of the United States,"

Do hereby certify, that at said meeting held pursuant to due notice, a quorum being present, the said Association adopted resolutions of which true copies are hereto attached, and accepted the charter of the National Education Association of the United States, granted by said act of Congress, and adopted bylaws as provided in said act and selected officers; and the undersigned pursuant to said resolutions,

Do hereby certify that the National Education Association of the United States has duly accepted said charter granted by said act of Congress, and adopted bylaws, and is the lawful successor to the National Educational Association.

In witness whereof, we have hereunto signed our names this 20th day of August, 1907.

NATHAN C. SCHAEFFER, *Presiding Officer*
IRWIN SHEPARD, *Secretary*

VERIFICATION

RESOLUTIONS ADOPTED BY THE ACTIVE MEMBERS, JULY 10, 1907

1. *Resolved,* That the National Educational Association hereby accepts the charter granted by an act of Congress entitled "An Act To Incorporate the National Education Association of the United States," passed June 30, 1906, and that the President and Secretary of this meeting be authorized and directed to execute and file with the Recorder of Deeds of the District of Columbia a verified certificate showing the acceptance by the Association of the charter granted by said act.

2. *Resolved,* That the proposed bylaws of which notice was given at the annual meeting of the Association held on July 6, 1905, which are printed in full in the Journal of said meeting, be and the same are hereby adopted to take effect immediately.

3. *Resolved,* That the Association adopt as its corporate seal a circle containing the title "National Education Association of the United States," and the dates "1857-1907."

4. *Resolved,* That the Association do now proceed to elect officers, and to organize under the charter granted by the act of Congress.

Filed in the office of the Recorder of Deeds of the District of Columbia, September 4, 1907.

CALENDAR OF MEETINGS

NATIONAL TEACHERS ASSOCIATION, 1857-1870

1857—PHILADELPHIA, PA. (Organized)
James L. Enos, Chairman
W. E. Sheldon, Secretary

1858—CINCINNATI, OHIO
Z. Richards, President
J. W. Buckley, Secretary
A. J. Rickoff, Treasurer

1859—WASHINGTON, D. C.
A. J. Rickoff, President
J. W. Buckley, Secretary
C. S. Pennell, Treasurer

1860—BUFFALO, N. Y.
J. W. Buckley, President
Z. Richards, Secretary
O. C. Wight, Treasurer

1861, 1862—No session

1863—CHICAGO, ILL.
John D. Philbrick, President
James Cruickshank, Secretary
O. C. Wight, Treasurer

1864—OGDENSBURG, N. Y.
W. H. Wells, President
David N. Camp, Secretary
Z. Richards, Treasurer

1865—HARRISBURG, PA.
S. S. Greene, President
W. E. Sheldon, Secretary
Z. Richards, Treasurer

1866—INDIANAPOLIS, IND.
J. P. Wickersham, President
S. H. White, Secretary
S. P. Bates, Treasurer

1867—No session

1868—NASHVILLE, TENN.
J. M. Gregory, President
L. Van Bokkelen, Secretary
James Cruickshank, Treasurer

1869—TRENTON, N. J.
L. Van Bokkelen, President
W. E. Crosby, Secretary
A. L. Barber, Treasurer

1870—CLEVELAND, OHIO
Daniel B. Hagar, President
A. P. Marble, Secretary
W. E. Crosby, Treasurer

NATIONAL EDUCATIONAL ASSOCIATION, 1871-1907

1871—ST. LOUIS, MO.
J. L. Pickard, President
W. E. Crosby, Secretary
John Hancock, Treasurer

1872—BOSTON, MASS.
E. E. White, President
S. H. White, Secretary
John Hancock, Treasurer

1873—ELMIRA, N. Y.
B. G. Northrup, President
S. H. White, Secretary
John Hancock, Treasurer

1874—DETROIT, MICH.
S. H. White, President
A. P. Marble, Secretary
John Hancock, Treasurer

1875—MINNEAPOLIS, MINN.
W. T. Harris, President
M. R. Abbott, Secretary
A. P. Marble, Treasurer

1876—BALTIMORE, MD.
W. F. Phelps, President
W. D. Henkle, Secretary
A. P. Marble, Treasurer

1877—LOUISVILLE, KY.
M. A. Newall, President
W. D. Henkle, Secretary
J. Ormond Wilson, Treasurer

1878—No session

1879—PHILADELPHIA, PA.
John Hancock, President
W. D. Henkle, Secretary
J. Ormond Wilson, Treasurer

1880—CHAUTAUQUA, N. Y.
J. Ormond Wilson, President
W. D. Henkle, Secretary
E. T. Tappan, Treasurer

1881—ATLANTA, GA.
James H. Smart, President
W. D. Henkle, Secretary
E. T. Tappan, Treasurer

1882—SARATOGA SPRINGS, N. Y.
G. J. Orr, President
W. E. Sheldon, Secretary
H. S. Tarbell, Treasurer

1883—SARATOGA SPRINGS, N. Y.
E. T. Tappan, President
W. E. Sheldon, Secretary
N. A. Calkins, Treasurer

1884—MADISON, WIS.
Thomas W. Bicknell, President
H. S. Tarbell, Secretary
N. A. Calkins, Treasurer

1885—SARATOGA SPRINGS, N. Y.
F. Louis Soldan, President
W. E. Sheldon, Secretary
N. A. Calkins, Treasurer

1886—TOPEKA, KANS.
N. A. Calkins, President
W. E. Sheldon, Secretary
E. C. Hewett, Treasurer

1887—CHICAGO, ILL.
W. E. Sheldon, President
J. H. Canfield, Secretary
E. C. Hewett, Treasurer

1888—SAN FRANCISCO, CALIF.
Aaron Gove, President
J. H. Canfield, Secretary
E. C. Hewett, Treasurer

1889—NASHVILLE, TENN.
Albert P. Marble, President
J. H. Canfield, Secretary
E. C. Hewett, Treasurer

1890—ST. PAUL, MINN.
J. H. Canfield, President
W. R. Garrett, Secretary
E. C. Hewett, Treasurer

1891—TORONTO, ONT.
W. R. Garrett, President
E. H. Cook, Secretary
J. M. Greenwood, Treasurer

1892—SARATOGA SPRINGS, N. Y.
E. H. Cook, President
R. W. Stevenson, Secretary
J. M. Greenwood, Treasurer

1893—CHICAGO, ILL.
(International Congress of Education)
Albert G. Lane, President
Irwin Shepard, Secretary
J. M. Greenwood, Treasurer

1894—ASBURY PARK, N. J.
Albert G. Lane, President
Irwin Shepard, Secretary
J. M. Greenwood, Treasurer

1895—DENVER, COLO.
Nicholas Murray Butler, President
Irwin Shepard, Secretary
I. C. McNeill, Treasurer

1896—BUFFALO, N. Y.
NEWTON C. DOUGHERTY, President
IRWIN SHEPARD, Secretary
I. C. MCNEILL, Treasurer

1897—MILWAUKEE, WIS.
CHARLES R. SKINNER, President
IRWIN SHEPARD, Secretary
I. C. MCNEILL, Treasurer

1898—WASHINGTON, D. C.
J. M. GREENWOOD, President
IRWIN SHEPARD, Secretary
I. C. MCNEILL, Treasurer

1899—LOS ANGELES, CALIF.
E. ORAM LYTE, President
IRWIN SHEPARD, Secretary
I. C. MCNEILL, Treasurer

1900—CHARLESTON, S. C.
OSCAR T. CORSON, President
IRWIN SHEPARD, Secretary
CARROLL G. PEARSE, Treasurer

1901—DETROIT, MICH.
JAMES M. GREEN, President
IRWIN SHEPARD, Secretary
L. C. GREENLEE, Treasurer

1902—MINNEAPOLIS, MINN.
WILLIAM M. BEARDSHEAR, President
IRWIN SHEPARD, Secretary
CHARLES H. KEYES, Treasurer

1903—BOSTON, MASS.
CHARLES W. ELIOT, President
IRWIN SHEPARD, Secretary
W. M. DAVIDSON, Treasurer

1904—ST. LOUIS, MO.
JOHN W. COOK, President
IRWIN SHEPARD, Secretary
MCHENRY RHODES, Treasurer

1905—ASBURY PARK AND OCEAN GROVE, N. J.
WILLIAM H. MAXWELL, President
IRWIN SHEPARD, Secretary
JAMES W. CRABTREE, Treasurer

1906—No session

1907—LOS ANGELES, CALIF.
NATHAN C. SCHAEFFER, President
IRWIN SHEPARD, Secretary
J. N. WILKINSON, Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES, 1908—

1908—CLEVELAND, OHIO
EDWIN G. COOLEY, President
IRWIN SHEPARD, Secretary
ARTHUR H. CHAMBERLAIN, Treas.

1909—DENVER, COLO.
LORENZO D. HARVEY, President
IRWIN SHEPARD, Secretary
ARTHUR H. CHAMBERLAIN, Treas.

1910—BOSTON, MASS.
JAMES Y. JOYNER, President
IRWIN SHEPARD, Secretary
ARTHUR H. CHAMBERLAIN, Treas.

1911—SAN FRANCISCO, CALIF.
ELLA FLAGG YOUNG, President
IRWIN SHEPARD, Secretary
DURAND W. SPRINGER, Treasurer

1912—CHICAGO, ILL.
CARROLL G. PEARSE, President
IRWIN SHEPARD, Secretary
KATHERINE D. BLAKE, Treasurer

1913—SALT LAKE CITY, UTAH
EDWARD T. FAIRCHILD, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer

1914—ST. PAUL, MINN.
JOSEPH SWAIN, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer

1915—OAKLAND, CALIF.
DAVID STARR JORDAN, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer

1916—NEW YORK, N. Y.
DAVID B. JOHNSON, President
DURAND W. SPRINGER, Secretary
GRACE M. SHEPHERD, Treasurer

1917—PORTLAND, ORE.
ROBERT J. ALEY, President
DURAND W. SPRINGER, Secretary
THOMAS E. FINEGAN, Treasurer

1918—PITTSBURGH, PA.
MARY C. C. BRADFORD, President
J. W. CRABTREE, Secretary
A. J. MATTHEWS, Treasurer

1919—MILWAUKEE, WIS.
GEORGE D. STRAYER, President
J. W. CRABTREE, Secretary
A. J. MATTHEWS, Treasurer

1920—SALT LAKE CITY, UTAH
JOSEPHINE CORLISS PRESTON, Pres.
J. W. CRABTREE, Secretary
A. J. MATTHEWS, Treasurer

1921—DES MOINES, IOWA
FRED M. HUNTER, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer

1922—BOSTON, MASS.
CHARL ORMOND WILLIAMS, Pres.
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer

1923—OAKLAND-SAN FRANCISCO
WILLIAM B. OWEN, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer

1924—WASHINGTON, D. C.
OLIVE M. JONES, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer

1925—INDIANAPOLIS, IND.
JESSE H. NEWLON, President
J. W. CRABTREE, Secretary
CORNELIA S. ADAIR, Treasurer

1926—PHILADELPHIA, PA.
MARY MCSKIMMON, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1927—SEATTLE, WASH.
FRANCIS G. BLAIR, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1928—MINNEAPOLIS, MINN.
CORNELIA S. ADAIR, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1929—ATLANTA, GA.
UEL W. LAMKIN, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1930—COLUMBUS, OHIO
E. RUTH PYRTLE, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1931—LOS ANGELES, CALIF.
WILLIS A. SUTTON, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1932—ATLANTIC CITY, N. J.
FLORENCE HALE, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1933—CHICAGO, ILL.
JOSEPH ROSIER, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1934—WASHINGTON, D. C.
JESSIE GRAY, President
J. W. CRABTREE, Secretary
HENRY LESTER SMITH, Treasurer

1935—DENVER, COLO.
HENRY LESTER SMITH, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1936—PORTLAND, ORE.
AGNES SAMUELSON, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1937—DETROIT, MICH.
ORVILLE C. PRATT, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1938—NEW YORK, N. Y.
CAROLINE S. WOODRUFF, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
R. E. OFFENHAUER, Treasurer

1939—SAN FRANCISCO, CALIF.
REUBEN T. SHAW, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1940—MILWAUKEE, WIS.
AMY H. HINRICHS, President
WILLARD E. GIVENS, Executive Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

1941—BOSTON, MASS.
DONALD DUSHANE, President
WILLARD E. GIVENS, Executive Secretary
WILLIAM G. CARR, Associate Secretary
J. W. CRABTREE, Secretary Emeritus
B. F. STANTON, Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Officers—1940–41

DONALD DUSHANE	President	Superintendent of Schools, Columbus, Ind.
WILLARD E. GIVENS	Executive Secretary	1201 Sixteenth St., N. W., Washington, D. C.
J. W. CRABTREE	Secretary Emeritus	1201 Sixteenth St., N. W., Washington, D. C.
B. F. STANTON	Treasurer	Superintendent of Schools, Alliance, Ohio

Honorary Presidents

JOHN DEWEY	Professor Emeritus of Philosophy, Columbia University, New York, N. Y.
MRS. SUSAN M. DORSEY	1506 Arapahoe St., Los Angeles, Calif.

Executive Committee

DONALD DUSHANE	President	Superintendent of Schools, Columbus, Ind.
AMY H. HINRICHS	First Vicepresident	Principal, Audubon School, New Orleans, La.
JOSEPH H. SAUNDERS	Chairman, Board of Trustees	Superintendent of Schools, Newport News, Va.
B. F. STANTON	Treasurer	Superintendent of Schools, Alliance, Ohio
HELEN T. COLLINS	Principal, Lovell School, New Haven, Conn.	
FRED D. CRAM	Iowa State Teachers College, Cedar Falls, Iowa	
MRS. MYRTLE HOOPER DAHL	Teacher, R. F. D. No. 1, Mound, Minn.	
ALBERT SHAW	Teacher, Box 2885, Terminal Annex, Los Angeles, Calif.	
JOHN W. THALMAN	Superintendent, Township Secondary Schools, Waukegan, Ill.	

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DONALD DUSHANE	President	Superintendent of Schools, Columbus, Ind.
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FLORENCE HALE	Editor, *The Grade Teacher,* P. O. Box 345, Darien, Conn.	
THOMAS J. WALKER	Secretary, Missouri State Teachers Association, Columbia, Mo.	

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WILHELMINA F. BERTSCH.....Teacher, 1181 Clay, Topeka, Kans.
HELEN BRADLEY..... Principal, 2349 Ashland Ave., Cincinnati, Ohio
JOHN W. CONDIE.....State Superintendent of Public Instruction, Boise, Idaho
J. CARL CONNER.....Principal, Wilson School, Oklahoma City, Okla.
T. E. DALE.....Superintendent of Schools, St. Joseph, Mo.
SARA H. FAHEY.....Teacher, 185 Berkeley Pl., Brooklyn, N. Y.
R. L. HUNT.....College of Agriculture and Mechanic Arts, State College, N. Mex.
SARA T. MUIR.....Teacher, Lincoln High School, Lincoln, Nebr.
LESTER A. RODES.....Supervising Principal of Schools, South River, N. Y.
B. C. B. TIGHE.....Principal, Senior High School, Fargo, N. Dak.
N. ELLIOT WILLIS.....Principal, Junior High School, Winthrop, Mass.

Board of Directors

DONALD DUSHANE, President.....Columbus, Ind.
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Smith, Harold W., Superintendent of Schools, Glendale, Ariz. (1941)
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Gerboth, Augusta, 601 W. Fourth St., Erie, Pa.
Goslin, Willard E., Superintendent of Schools, Webster Groves, Mo.
Gould, George, University of Pittsburgh, Pittsburgh, Pa.
Gray, Wayne S., 11 Elm St., Pittsfield, N. H.
Green, J. Hamilton, 114 Eighth Ave., N. W., Ardmore, Okla.
Gresham, N. E., County Superintendent of Schools, Tarboro, N. C.
Haygood, T. F., West Virginia University, Morgantown, W. Va.
Hemmer, C. W., Principal, Linwood Elementary School, Lafayette, Ind.
Herrick, John H., Shaker Heights Board of Education, Cleveland, Ohio
Hibbs, Wade, Newburg, W. Va.
Hill, Harry S., County Superintendent of Schools, Trenton, N. J.
Hoffman, Edna N., 835 Nebraska Ave., Kansas City, Kans.
Hogrefe, Harry L., 415 S. Yale, Albuquerque, N. Mex.
Hughes, Rees H., Superintendent of Schools, Parsons, Kans.
Hunt, Lyman C., Superintendent of Schools, Burlington, Vt.
Huxtable, R. B., 2221 Moreno Drive, Los Angeles, Calif.
Johnson, Anna, Box 923, Idaho Falls, Idaho
Katterle, Zeno B., Superintendent of Schools, Toppenish, Wash.
Kertes, Ferdinand, Perth Amboy High School, Perth Amboy, N. J.
Kinley, F. L., Superintendent of Schools, Findlay, Ohio
Kremer, Catherine J., Flandreau Indian School, Flandreau, S. Dak.
Larson, Emil L., University of Arizona, Tucson, Ariz.
Lawler, Eugene S., Northwestern University, Evanston, Ill.
Lefevre, Ora L., 172 N. Bonnie Beach Place, Los Angeles, Calif.
Lefkowitz, Abraham, Principal, Samuel J. Tilden High School, Brooklyn, N. Y.
Lloyd, Daniel B., Roosevelt High School, Washington, D. C.
Lukens, Nancy E., P. O. Box 2160, Roanoke, Va.
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Leslie, R. G., 505 Moore Ave., New Castle, Pa.
Longsdorf, A. J. B., Superintendent of Schools, Bluffton, Ohio
McCallister, B. D., Superintendent of Schools, West Point, Miss.
McClurkin, W. D., Superintendent of Schools, Blytheville, Ark.
McDonald, Earl E., Central High School, Lansing, Mich.
McFarland, Cora, 1729 N. Henderson, Dallas, Texas
McFarland, Edward W., Wayne University, Detroit, Mich.
McGlade, Charles A., Superintendent of Schools, Pullman, Wash.
McHargue, Henry L., 413 Garfield St., Gary, Ind.
McMyler, H. T., 1908 Janette Rd., Cleveland Heights, Ohio
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Maddocks, Carl W., Superintendent of Schools, Milford, Conn.
Malan, W. Russell, Superintendent of Schools, Harrisburg, Ill.
Meece, Leonard E., University of Kentucky, Lexington, Ky.
Merriman, O. M., 1835 Cleveland Ave., Whiting, Ind.
Miller, Joseph R., 720 Park Rd., Ambridge, Pa.
Mitten, L. R., 1702 Chehalis Ave., Chehalis, Wash.
Montgomery, E. W., Supt., Phoenix Union High School and President, Phoenix Junior College, Phoenix, Ariz.
Moore, W. J., Eastern Kentucky State Teachers College, Richmond, Ky.
Morgan, Jesse J., Superintendent of Schools, Monson, Mass.
Morgan, Walter E., State Department of Education, Sacramento, Calif.
Morris, Curtis, East Texas Chamber of Commerce, Longview, Texas
Nichols, Walter S., Principal, Wisconsin Avenue School, Milwaukee, Wis.
Oberholtzer, E. E., Superintendent of Schools, Houston, Texas
Osborn, L. G., Principal, Rock Junior High School, East St. Louis, Ill.
Ossorio, Mrs. Lydia B., 5706 Taliaferro St., Tampa, Fla.
Palmer, C. E., Superintendent of Schools, Dover, Ohio
Parkinson, B. L., President, Mississippi State College for Women, Columbus, Miss.
Peltier, Louis J., Superintendent of Schools, West Boylston, Mass.
Peterson, E. T., University of Iowa, Iowa City, Iowa
Peterson, LeRoy, 404 Insurance Bldg., Madison, Wis.
Pierce, Neil V., Viceprincipal, Reitz High School, Evansville, Ind.
Pratt, Bernice, 202 Eighteenth St., N. E., Cedar Rapids, Iowa
Prey, Stanley A., 708 Lehigh St., Reading, Pa.
Ralston, E. A., Superintendent of Schools, Washington, Iowa
Rankin, Arthur L., Principal, Red Bank High School, North Chattanooga, Tenn.
Reed, J. McLean, Superintendent of Schools, Lima, Ohio
Reusser, Walter C., University of Wyoming, Laramie, Wyo.
Roca, Pablo, Department of Education, San Juan, P. R.
Rodgers, Mrs. Lucy E., County Superintendent of Schools, Heppner, Ore.
Rosa, Irvin E., Superintendent of Schools, Owatonna, Minn.
Ross, Cameron M., Department of Public Instruction, Des Moines, Iowa
Rourke, Ellen M., 1600 E. Jackson, Springfield, Ill.
Rumbaugh, L. F., Superintendent of Schools, Mount Pleasant, Pa.
Rupple, R. L., 215 N. James St., Waukesha, Wis.
Ryan, James C., Commissioner of Education, Box 1841, Juneau, Alaska
Saltsman, Edward A., County Superintendent of Schools, Carrollton, Ohio
Sanborne, Paul B., Principal, Kalakaua Intermediate School, Honolulu, T. H.
Schroeder, Elroy H., Superintendent of Schools, Grand Forks, N. Dak.

Shangle, C. Paine, Raeder School, Bellingham, Wash.
Sheffer, W. E., Superintendent of Schools, Manhattan, Kans.
Sherwood, Cyril B., 725 W. Grand Ave., Beloit, Wis.
Shilling, John, State House, Dover, Del.
Shores, Roscoe V., Assistant Superintendent of Schools, Kansas City, Mo.
Smith, C. E., Principal, High School, Garland, Utah
Smith, Frances, Box 544, Sterling, Colo.
Stringer, Ralph E., Principal, Robinson Township High School, Robinson, Ill.
Strout, A. Everett, 23 Amherst St., Portland, Maine
Sulfridge, Hugh L., Principal, Lane High School, Charlottesville, Va.
Taggart, Helen E., 4601 Woodlawn Ave., Chicago, Ill.
Thornton, Ernest E., 170 Simpson Ave., Elkhart, Ind.
Tonge, Fred M., District Superintendent of Schools, National City, Calif.
Troxel, O. L., Colorado State College of Education, Greeley, Colo.
Twente, J. W., University of Kansas, Lawrence, Kans.
Van Slyck, W. N., Principal, Topeka High School, Topeka, Kans.
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Westcott, James A., La Cumbre Junior High School, Santa Barbara, Calif.
Whatley, J. F., 404 Court House, Greenville, S. C.
White, Winton J., Superintendent of Schools, Englewood, N. J.
Wiley, G. M., Superintendent of Schools, La Crosse, Wis.
Williams, Martin E., Superintendent of Schools, Winner, S. Dak.
Willman, E. J., Superintendent of Schools, Owosso, Mich.
Wueller, Paul H., Pennsylvania State College, State College, Pa.
Yeager, W. C., Principal, Whittier School, Sioux City, Iowa
Young, Charles F., Superintendent of Schools, East Pittsburgh, Pa.
Zetterberg, Edward, 1101 N. Jefferson, Muncie, Ind.

COMMITTEE ON TENURE

(Authorized by Representative Assembly)

Dahl, Mrs. Myrtle Hooper, Chairman; 312 S. Eighth St., Minneapolis, Minn.
Jelinek, Frances, Room 150, Wisconsin Hotel, Milwaukee, Wis.
Keenan, Robert C., Principal, Bowen High School, Chicago, Ill.
Kingan, Constance, Royal Oak High School, Royal Oak, Mich.
O'Connor, Mary Elizabeth, Supervisor of Elementary Schools, Arlington, Mass.

Advisory Members

Albergotti, William M., Superintendent of Schools, Greer, S. C.
Allison, Junius, Law Bldg., Asheville, N. C.
Andrews, Mrs. Flora J., Viceprincipal, Jefferson Junior High School, Albuquerque, N. Mex.
Annas, Philip, 34 Waldo Ave., Belfast, Maine
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Bair, Russell O., 736 N. W. Third Ave., Fort Lauderdale, Fla.
Baldree, Hickman, County Superintendent of Schools, Mayfield, Ky.
Barr, Mrs. Minerva A., 21 Meriden St., Buffalo, N. Y.
Baskervill, Elizabeth, 24 Elliott St., Orangeburg, S. C.
Bloom, W. C., County Superintendent of Schools, Lexington, Nebr.
Boehm, Charles H., Assistant County Superintendent of Schools, Morrisville, Pa.
Booth, C. L., Superintendent of Schools, Pasco, Wash.
Booth, Jonathan L., 425 E. First St., Tucson, Ariz.
Bounds, George L., 111 W. Second St., Clarksdale, Miss.
Boyum, Mrs. Louise V., Principal, Wailuku Elementary School, Wailuku, Maui, T. H.
Brown, Miss Eugenie J., Tudor Arms Hotel, Cleveland, Ohio
Brown, Lelia O., 525 Clifton Ave., Newark, N. J.
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Butterfield, Roy L., Principal, Benjamin Franklin High School, Rochester, N. Y.
Campbell, Beulah, Roseville High School, Roseville, Mich.
Carter, Mrs. Reginald W., Niumalu Hotel, Honolulu, T. H.
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Davis, Homer C., Lincoln School, Kalamazoo, Mich.
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Doyle, Mary C., Central High School, St. Paul, Minn.
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Eakin, Myrl I., Schenley High School, Pittsburgh, Pa.

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Emig, Dorothy, 2930 Lebanon St., El Paso, Texas
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Farris, Miss Frankie Lou, 518 Greenwood Rd., Roanoke, Va.
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Finley, Edna, Berkeley High School, Oakland, Calif.
Fitzgerald, John R., High School, Wethersfield, Conn.
Frank, Anna, Adams Hotel, Tulsa, Okla.
Fulkerson, Elbert, Principal, Township High School, Carterville, Ill.
Garber, Lee O., State Teachers College, Mankato, Minn.
Garrison, Harvey K., 187 W. Commerce St., Bridgeton, N. J.
Gaskins, C. E., Assistant Principal, South High School, Lima, Ohio
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Hassell, Bluford L., 309 Greenwood Ave., Clarksville, Tenn.
Hastings, Henrietta, 292 Fifth St., Fond du Lac, Wis.
Hawkes, Charles E., Superintendent of Schools, Salina, Kans.
Hawley, Mr. Arja M., 417 Chilton St., Elizabeth, N. J.
Heal, Frank M., Principal, Warner Junior High School, Wilmington, Del.
Hendricks, Lorene, University of Idaho, Pocatello, Idaho
Hills, May A., County Superintendent of Schools, Adel, Iowa
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Holt, Miss Terrell, 728 Napier Ave., Macon, Ga.
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Jacobs, Clara M., District No. 1, Pueblo City Schools, Pueblo, Colo.
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Johnson, Walter D., Deputy State Superintendent of Schools, Reno, Nev.
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Kelker, Aaron H., 621 Cherokee Rd., Chillicothe, Ohio
Keller, Lester E., Principal, Sudlow Intermediate School, Davenport, Iowa
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Lindsley, Evangeline, 1101 Wilson Drive, Dayton, Ohio
Loomis, Arthur K., Superintendent of Schools, Shaker Heights, Cleveland, Ohio
Lord, Mary A., West Junior High School, Sioux City, Iowa
Loser, Paul, Superintendent of Schools, Trenton, N. J.
Lowry, Lucie, Shawnee High School, Louisville, Ky.
Lyman, Warren B., Superintendent of Schools, Stoughton, Mass.
Lyon, Arthur B., Supervisor, High School, Janesville, Wis.
McHargue, Henry L., 413 Garfield St., Gary, Ind.
McIntosh, Everett J., 62 Front St., Weymouth, Mass.
MacKay, Jean Armour, 121 Highland Ave., Highland Park, Mich.
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Miller, Oscar E., Principal, Horace Mann Junior High School, San Antonio, Texas
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Mock, Lula, 2902 Oak Lawn Ave., Dallas, Texas
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Montgomery, O. C., 1064 Elmwood Ave., Columbus, Ohio
Moore, Mrs. Clarence L., 301 Johnson Ave., Osceola, Ark.
Moser, Karl J., Western High School, Washington, D. C.
Myers, Edward T., Principal, T. M. Peirce School, Philadelphia, Pa.
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Orr, Conrad O., Principal, Beaverhead County High School, Dillon, Mont.
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Perrin, J. Newton, Superintendent of Schools, Plainfield, Vt.
Petty, Natalie Anne, 221 Park Ave., Pittsburgh (2), Pa.
Plenzke, O. H., 404 Insurance Bldg., Madison, Wis.
Poor, Charles L., Superintendent of Schools, Eaton Rapids, Mich.
Pratt, Adah, Elgin High School, Elgin, Ill.
Pyle, Thomas W., Principal, Bethesda-Chevy Chase Senior High School, Bethesda, Md.
Rathbone, Albert J., District Superintendent of Schools, Centerville, Calif.
Rayner, Wilferd P., Jackson Junior College, Jackson, Mich.
Reid, Louise, Drexel, N. C.
Remington, Pearl M. T., Assistant Superintendent of Schools, East Providence, R. I.
Rhea, W. L., Principal, Oak Street Junior High School, Burlington, Iowa.
Rhoades, Mrs. Barbara S., 3920 S. E. Belmont St., Portland, Ore.
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Ross, Harry M., Principal, Bryant School, Helena, Mont.
Rowlett, Mrs. Eleanor P., 4828 W. Seminary Ave., Richmond, Va.
Rundle, John, Superintendent of Schools, Grenada, Miss.
Schlagle, F. L., Superintendent of Schools, Kansas City, Kans.
Scott, Alice, Senior High School, Miller, S. Dak.
Shaw, Mrs. Celia V., St. John Avenue School, Binghamton, N. Y.
Shawkey, Morris P., Morris Harvey College, Charleston, W. Va.
Sheehan, Mary A., Viceprincipal, Monroe High School, Rochester, N. Y.
Smith, Regina E., 70 Academy Ave., Providence, R. I.
Smith, Ruth E., 1021 N. Market St., Frederick, Md.
Snow, Edward H., Principal, Ardmore Junior High School, Ardmore, Pa.
Snyder, Laura G., 1345 S. Clifton, Wichita, Kans.
Snyder, Wayne T., Principal, Jefferson School, Kansas City, Mo.
Spooner, Julia A., Principal, Sellwood School, Portland, Ore.
Staffelbach, Elmer H., San Jose State College, San Jose, Calif.
Staley, A. H., Superintendent of Schools, Hastings, Nebr.
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Stiles, Chester D., Superintendent of Schools, Westfield, Mass.
Strickland, Rosa, Principal, Powell School, Birmingham, Ala.
Strong, Vera, 1922 Blodgett, Houston, Texas.
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Swanson, Esther, 601 N. Forest St., Bellingham, Wash.
Sylla, Ben A., Superintendent of Schools, Chicago Heights, Ill.
Taylor, J. C., Livingston Academy, Livingston, Tenn.
Thomas, Cora E., 729 N. Eleventh St., East St. Louis, Ill.
Thompson, M. B., 606 N. Lauterman St., Bridgeport, Ill.
Thuma, Harold L., Superintendent of Schools, Palmer, Alaska.
Tigert, John J., President, University of Florida, Gainesville, Fla.
Tracey, Earle T., Superintendent of Schools, Nashua, N. H.
Tucker, Isabel, Principal, Festus J. Wade School, St. Louis, Mo.
Turner, Miss Anis, 922 N. Fifth St., Grand Junction, Colo.
Van Tassel, Clyde D., R. R. No. 4, Box 488-A, Toledo, Ohio.
Walker, Mrs. Ethel W., Principal, South Grade School, Jonesboro, Ark.
Watkins, R. H., Superintendent of Schools, Laurel, Miss.
Weathersby, William H., Mississippi Southern College, Hattiesburg, Miss.
Webster, Raymond C., 400 N. Third St., Harrisburg, Pa.
Weeks, Zoraida E., 152 Washington Ave., Albany, N. Y.
White, Gladys E., 711 N. Twenty-Second, St. Joseph, Mo.
Whitney, Ruth E., 10 Brockway Rd., Hanover, N. H.
Wiley, Tom, Route No. 3, Box 520, Albuquerque, N. Mex.
Williams, L. A., Superintendent of Schools, Caldwell, Idaho.
Wilson, Claude E., Boulder High School, Boulder, Colo.
Wilson, R. H., Superintendent of Schools, Alpena, Mich.
Winkelman, Mathilda, Hadley Technical High School, St. Louis, Mo.
Wolfe, Florence, Joliet Township High School, Joliet, Ill.
Wood, Julian C., 148 N. First East, Tooele, Utah.
Woodbury, Mrs. Grace I., 4 Lakecroft Court, Melrose, Mass.
Zahn, Henry, 636 Evans Ave., Missoula, Mont.
Zimmerman, M. B., Superintendent of Schools, Wahpeton, N. Dak.

MINUTES OF THE TWENTY-FIRST REPRESENTATIVE ASSEMBLY

Boston, Massachusetts, June 29–July 3, 1941

First Business Session, Tuesday Morning, July 1, 1941

The meeting was called to order by the president of the National Education Association, *Donald DuShane,* at 9:40 A.M.

President DuShane: While the delegates are being seated, *Fowler Smith,* director of music, public schools, Detroit, Michigan, will conduct some community singing.

(Community singing followed.)

President DuShane: In the absence of *The Reverend Samuel M. Lindsay,* Brookline Baptist Church, Brookline, Massachusetts, the invocation will be given by the assistant pastor, *The Reverend Benjamin Brown.*

(The invocation was given.)

Secretary Givens: It is my privilege and pleasure to present to you at this time the assistant superintendent of schools of Portland, Oregon, *J. W. Edwards.*

Mr. Edwards: A few minutes ago, while standing in the wings of the stage, I heard the president of this Association make a request that the platform table be placed here, and a gavel be found with which he might keep order in this Assembly. The Oregon delegation never allows any detail like that to go unattended, so it is my pleasure to present to our president a gavel made from the wood of the myrtle tree, distinctive of Oregon. This wood is found only in the Holy Land of Palestine and in southwestern Oregon. It is a hard wood; it is capable of controlling any situation that may arise here, I am sure. It is with pleasure that the Oregon delegation fulfils this need.

President DuShane: I wish to thank the Oregon delegation and extend to them the hope that this gavel will be used only in the cause of fairness, justice, and sobriety. The meeting will now come to order. The first order of business is the report of the Committee on Credentials, and *Elvira Peterson,* of Mason City, Iowa, will report for that Committee.

Miss Peterson: The Committee on Credentials met in the Boston Mechanics Building at 3:00 P.M., on Monday, June 30, 1941. There were thirty-four members present. *Agnes Winn,* in charge of delegate registration, reported that 1446 delegates had registered. The Committee voted that all delegates properly certified be seated and that the registration of delegates close at 9:00 A.M., Wednesday, July 2, 1941.

The following subcommittee was appointed by the chairman to make decisions covering any questions that may arise pertaining to the seating of delegates for this convention: *J. W. Edwards,* Oregon; *Herbert R. Peterson,* Minnesota; *Calvin Rausch,* Ohio; *J. S. Agnew,* South Carolina; and *Elvira Peterson,* Iowa, chairman.

Mr. President: I move the adoption of this report.

(The motion was seconded.)

President DuShane: It is moved and seconded.

Joseph W. Forsyth (Pennsylvania): I wish to protest the admission of two organizations from the city of Philadelphia, namely, the Secondary-School Teachers Association and the Elementary-School Teachers Association.

On point 1: The Secondary-School Teachers Association has not furnished a list of its membership to the National Education Association. They said they have approximately 400 members; they have given no proof of that. They also have not sent in any returns of which I have heard.

The Elementary-School Teachers Association was okayed by the Executive Committee the other day in defiance of Article II, Section 9, of the Bylaws which I shall read:

> Delegates shall file their credentials with the executive secretary of the Association on blanks furnished by him for that purpose not later than ten days before the beginning of the annual meeting.

Sunday was not ten days prior to this meeting, therefore I think the Elementary-School Teachers Association of Philadelphia should be disbarred from seats in this convention.

President DuShane: Any other remarks to this motion? If not, the question is upon the adoption of the report of this Committee. All in favor signify by saying "aye," opposed by the same sign. The motion seems to be carried. The motion is carried, therefore the Credentials Committee report is accepted.

The next order of business is the adoption of the Rules of Procedure. I will now introduce the chairman of the Committee on Rules, *Charles E. Sohl,* principal, Glenside-Weldon Junior High School, Glenside, Pennsylvania, and chairman, Committee on Bylaws and Rules.

Mr. Sohl: I move that the Rules of Procedure as printed in the Official Manual for Delegates, pages 5 and 6, be adopted with the following addition to rule 5:

> In case a delegate wishes to propose an amendment to the Bylaws as provided for by Article XI, Section 1, or to the Standing Rules as provided for by Article XI, Section 3, the procedure shall be as follows:
>
> The proposed amendment shall be submitted to the Committee on Bylaws and Rules in writing. It shall be in triplicate and signed by a duly accredited delegate as the maker of a main motion and properly seconded. It must be read at a business meeting of the Representative Assembly and shall be printed as read in the convention *Proceedings* and official publications of the Association.
>
> That all proposed amendments be submitted to the Committee on Bylaws not later than the conclusion of the second business session of the Representative Assembly so that they can be checked and edited if necessary.

I move the adoption of this report, which has been seconded by *Cornelia Adair* of Virginia.

(No comments offered, question called for, motion placed before the body for vote, and carried.)

Mr. Sohl: I move the adoption of the Order of Business as appears on pages 12, 15, and 18 of the Official Program for the seventy-ninth convention of the National Education Association with the addition of a period of time to be set aside by the Committee on Bylaws and Rules during the second and third business sessions of the Representative Assembly for the consideration of unfinished business.

I move the adoption of this motion. It has been seconded by *Cornelia Adair.*

(Motion placed before the assembly for vote and carried.)

President DuShane: The next order of business as adopted is the reading of the minutes of the Milwaukee convention. I shall call upon our executive secretary, *Willard E. Givens* of Washington.

Secretary Givens: It is proposed that the minutes of the Milwaukee meeting be approved as printed and distributed. Is there a motion to that effect?

(Motion was so made by *Harold Smith* of Glendale, Arizona, seconded by several delegates, and carried.)

President DuShane: I will announce that the motion to approve the minutes is carried.

The next order of business is the nomination of officers—nominations for president, eleven vicepresidents, treasurer, three members of the Executive Committee, and nineteen state directors.

I shall now call upon the executive secretary to call the roll of states.

Secretary Givens: The first nomination is for president. As the roll call of states proceeds, if you have a nomination to make for president, you make it; if not, you say "none" and we pass on.

(The secretary then called the roll of states as follows.)

Alabama: Alabama yields to Minnesota.

Daisy Brown (Minnesota): Today all the omens seem favorable and all the symbols are gracious for Minnesota to present her candidate for the highest educa-

tional office in the nation, the presidency of the National Education Association. Our candidate needs no introduction to you, nor do her qualifications need to be listed, nor her abilities extolled.

There may be some value, however, in a brief estimate of the most important happenings in the educational life of Minnesota's favorite teacher and our candidate for the office of president of the National Education Association.

Mrs. Myrtle Hooper Dahl is a classroom teacher but she has never been wholly satisfied to confine her activities within the boundaries of her classroom. She has wandering feet, and she always wants to know what is on the other side of the educational hill. In finding out, she passed thru rural schools in North Dakota, graded schools in small Minnesota villages and cities, pausing between times to attend college in order to bring scholarly preparation to her work, and finally her trek took her to the Hiawatha School in Minneapolis. Her trail from there winds thru every educational lane in Minnesota, ending in the presidency of the state association.

Her urge for educational travel has been realized only partly in her own state. Again, her wandering feet led her beyond her state and into the national organization. With the green light on, we find her going up the educational hill as president of the Department of Classroom Teachers, as member and chairman of the National Committee on Tenure, and as member of the Executive Board of this great body.

There is one final educational trip for this favorite teacher of Minnesota, and at the end of that trip, *Myrtle Dahl* will find out what is on the other side of the educational hill. It is the presidency of the National Education Association.

Among the assets *Myrtle Dahl* will bring to this great office are a complete understanding of the ideals and procedures of the National Education Association, an acquaintance that is wide both nationally and within her own state, an appreciation of the work of those who have gone before, and a sincere attention and fidelity to the trust which she assumes.

Minnesota, therefore, has every confidence that the wandering feet of her candidate will lead her to the other side of the educational hill, and that you in turn will support our state's choice for president of the National Education Association for the year 1941-42—*Myrtle Hooper Dahl.*

It now, therefore, becomes my coveted privilege, thanks to the goodness of the teachers of Minnesota, to present formally to you as our candidate for the presidency of the National Education Association for the year 1941-42 the name of *Myrtle Hooper Dahl.*

(Roll call of states by the secretary continued.)

Alaska: Alaska seconds the nomination of *Mrs. Dahl.*

Arizona: Arizona yields to North Dakota.

B. C. B. Tighe (North Dakota): Often in North Dakota we look toward the west as the sun sets over the extensive golden wheat fields growing on the bed of ancient Lake Agassey, over the historic prairies where for centuries the Indians and the buffaloes tempestuously fought each other for the right of existence, and over the farm lands which Rolvaag's *Giants in the Earth* reclaimed for civilization, and we think the spectacle grand. At other times, we look to the eastward as the sun rises resplendently over the green forests of a great state, over the richest iron mines in the world, and over Minnesota's 10,000 lakes. We know that this spectacle, too, is grand.

But above all these sublime manifestations of superb physical phenomena both east and west are the still more sublime ideals of the nation's teachers, the men and women who, as members of a noble profession, train, inspire, and refine the youth of our Republic.

One of the teachers of Minnesota has been nominated to be the next president of the National Education Association, and because of her many fine qualities, it is with sincere enthusiasm that I as a good neighbor and in behalf of the 9000 educators of the state of North Dakota now second the nomination of *Myrtle Hooper Dahl* for the presidency of our great Association.

Secretary Givens: Arkansas yields to Wisconsin to second the nomination of *Mrs. Dahl.*

Frances Jelinek (Wisconsin): Since you have fresh in your minds the list of services rendered by *Mrs. Dahl* over many years, I will go on from there to say that the reward for a job well done is being drafted for a bigger and harder one. In the years that I have worked with *Mrs. Dahl* on the Tenure Committee, I have come to appreciate three outstanding qualities. *Mrs. Dahl* is a person of sound judgment. Nearly all of us have to say sometimes, "Well, I take that back," or "I will change my mind," but I do not remember having heard *Mrs. Dahl* say that because she takes time to deliberate. She takes time to have all the evidence brought in before she comes to a conclusion.

Another quality which I appreciate is the fact that *Mrs. Dahl* puts the welfare of the organization first. I have known her to oppose a proposition made by a good friend because it did not seem good for the organization. In the third place, *Mrs. Dahl* is a person who has a good sense of humor; some day I will make a collection of the *Dahl* stories.

The Wisconsin delegation is happy to have its neighbor state present a candidate for the presidency of the National Education Association and instructs me to do what I do with great pleasure and satisfaction—second the nomination of *Mrs. Dahl.*

Secretary Givens: California (no reply); Colorado seconds the nomination; Connecticut.

(*Harry Wessels,* Connecticut, started to make a seconding speech, but was interrupted by the secretary, who said: "I am sorry, but under the rules you adopted this morning, two seconding speeches are all that can be made. Two seconding speeches have been made, but you can arise and say, 'I second the nomination,' if you care to.")

(Connecticut then seconded the nomination.)

The roll call then continued, the various states reporting as follows:

Delaware	Seconds the nomination
District of Columbia	" " "
Florida	" " "
Georgia	" " "
Hawaii	" " "
Idaho	" " "
Illinois	No response
Indiana	" "
Iowa	Seconds the nomination
Kansas	No response
Kentucky	Seconds the nomination
Louisiana	" " "
Maine	" " "
Maryland	No response
Massachusetts	Seconds the nomination
Michigan	" " "
Mississippi	" " "
Missouri	No response
Montana	Seconds the nomination
Nebraska	" " "
Nevada	" " "
New Hampshire	" " "
New Jersey	" " "
New Mexico	" " "
New York	" " "
North Carolina	" " "
Ohio	" " "
Oklahoma	" " "

Oregon	Seconds the nomination
Pennsylvania	" " "
Puerto Rico	" " "
Rhode Island	" " "
South Carolina	" " "
South Dakota	No response
Tennessee	" "
Texas	Seconds the nomination
Utah	" " "
Vermont	" " "
Virginia	" " "
Washington	" " "
West Virginia	No response
Wyoming	Seconds the nomination

Secretary Givens: That completes the nominations for president.

Walter Englund of Minnesota at this time reminded the chair that Alabama had yielded to Minnesota and inquired if Alabama should not be given an opportunity to speak at this time.

President DuShane: What does Alabama wish to do now?

Delegate from Alabama: Alabama wishes to second the nomination of *Mrs. Dahl.*

President DuShane: Are there any other nominations? If not, I shall declare—

Delegate: Arkansas has yielded to Wisconsin and Arizona yielded to North Dakota; those two states should have an opportunity to speak.

President DuShane: Yes, they have the opportunity right now, if they care to make any motions.

(The delegate from Arizona then seconded the nomination of *Mrs. Dahl.*)

President DuShane: If there are no other nominations, I shall declare the nominations for president closed.

The next order of business is nomination of eleven vicepresidents. The executive secretary will call the roll for nominations for vicepresidents.

Secretary Givens: In making these nominations, we will do so again by roll call.

Alabama: Yields to Washington.

Delegate from Washington: In the state of Washington, we have a man who has been a decided inspiration to the teachers of the state of Washington for the past three or four years.

One of the most outstanding things he has done during this last few years has been the bringing about of the coordination between the Washington Education Association and the National Education Association. In the past two sessions of the legislature of that state, this man's leadership has brought about cooperation between the various school forces such as the parent-teacher associations, school directors association, and the teachers association, and has resulted in bringing about the finest conditions from the standpoint of school maintenance and educational progress that the state of Washington has ever known. The man that we wish to present in nomination for the vicepresidency of the National Education Association is highly respected, not only by the teachers of the state but by the members of the legislature and also by the general lay public as a leader in education.

The state of Washington is happy to present the name of *Joe A. Chandler* in nomination for vicepresident of the National Education Association.

Secretary Givens: Arizona (passes), Arkansas (passes), California—

Mrs. Marie Killbride (California): It is my privilege to present to you a man from California for vicepresident of the National Education Association, a man who stands for cooperation, sincerity, and ability in all phases of education. California stands united in recommending to you for vicepresident of the National Education Association, *Henry Clay Hall,* of San Brune, California.

Secretary Givens: Colorado, Connecticut—Connecticut yields to New York.

Mrs. Johanna M. Lindlof (New York): It is my honor to present to you the name of one of the delegates of the New York state body. I wish to present the name of

Sara H. Fahey of New York, who is at present one of the vicepresidents of the National Education Association. *Miss Fahey* has served the National Education Association thru all the years as a faithful member. She is largely responsible for the organization of the Department of Classroom Teachers. It was she who, thru her own personal efforts and at her own expense, traveled around this nation to gather the teachers together and make them understand that in order to achieve things they must learn how to depend upon themselves and organize themselves.

Thru her continued efforts, we now have the Department of Classroom Teachers, the largest department of the National Education Association, the strongest financial as well as intellectual support of the National Education Association. I take pleasure and it is an honor to present the name of *Sara Fahey.*

Secretary Givens: Delaware (passes), District of Columbia (no response), Florida (passes), Georgia.

Willis A. Sutton (Georgia): Georgia desires to present as vicepresident of the National Education Association, *Jere A. Wells* of Atlanta, Georgia, a man who has made an outstanding record as a rural superintendent as well as making a contribution to this Association, and who has been very active. It is a pleasure to present the name of *Jere A. Wells* as vicepresident of the National Education Association.

Secretary Givens: Hawaii (passes), Idaho (no response), Illinois—Illinois yields to North Dakota.

Delegate from North Dakota: North Dakota presents the name of *B. C. B. Tighe* of Fargo, North Dakota.

Secretary Givens: Indiana (passes), Iowa (no response), Kansas (no response), Kentucky (passes), Louisiana (no response), Maine (no response), Maryland (passes), Massachusetts—

Russell V. Burkhard (Massachusetts): The Massachusetts delegation is again pleased to place in nomination for vicepresident of this Association the name of *N. Elliot Willis* of Winthrop, Massachusetts. Not only has he served his home state with great credit but he has maintained a splendid record for three years as vicepresident of the National Education Association. Presently he will appear before you to report as chairman of the Committee on Elections.

It is with real pleasure that my colleagues unanimously endorse the choice of *N. Elliot Willis* for vicepresident.

Secretary Givens: Michigan.

Delegate from Michigan: Michigan presents the name of *Herman J. Browe,* of Detroit, Michigan, an assistant superintendent of schools in Detroit, and a delegate at this convention.

Secretary Givens: Minnesota (passes), Mississippi (passes), Missouri (passes), Montana (passes), Nebraska (passes), Nevada (passes), New Hampshire (passes), New Jersey (passes), New Mexico.

F. A. Guerin (New Mexico): In behalf of the New Mexico delegation I have the honor to present the name of *R. L. Hunt,* an outstanding educator of the Southwest.

Secretary Givens: New York (no response), North Carolina (passes), North Dakota (no response), Ohio (no response), Oklahoma (no response), Oregon (no response), Pennsylvania (no response), Puerto Rico (no response), Rhode Island (passes), South Carolina (passes), South Dakota.

Delegate from South Dakota: South Dakota seconds the nomination of *Mr. Tighe* of North Dakota.

Secretary Givens: Tennessee (no response), Texas (no response), Utah (no response), Vermont (no response), Virginia (no response), West Virginia (no response), Wisconsin (no response), Wyoming (no response).

Eight were nominated, *Mr. President.* There must be at least eleven of them. I have three more states to call, so here is your chance. Alaska, Connecticut (passes), Illinois (passes).

Nominations, the chairman tells me, are now accepted from the floor, if you have nominations.

Mr. Smith (Arizona): Arizona wishes to nominate as vicepresident a classroom

teacher who is at the present time president of the Arizona Education Association, *R. J. Hannelly* of Phoenix, Arizona.

Delegate from Nevada: Nevada wishes to place the name of *Maude Frazier* of Las Vegas, Nevada.

Delegate from Ohio: Ohio wishes to place the name of *Helen W. Gibbs* of Dayton, Ohio, in nomination.

Delegate from Virginia: Virginia places in nomination the name of *Edith B. Joynes,* of Norfolk, Virginia.

Delegate from West Virginia: West Virginia places in nomination the name of *E. S. Maclin,* of Montgomery, West Virginia, president of the West Virginia Institute of Technology.

Delegate from Pennsylvania: Pennsylvania nominates *Edward T. Myers,* of Philadelphia, Pennsylvania.

Delegate from Connecticut: Connecticut places in nomination the name of *Helen Collins,* of New Haven, Connecticut.

Secretary Givens: Will the last two or three that were nominated send the names up here so we will be sure to get them straight?

President DuShane: If there are no further nominations, I declare the nominations for vicepresidents closed. The next order of business will be nominations for treasurer of the National Education Association.

Secretary Givens: Alabama yields to Ohio.

Helen Bradley (Ohio): Ohio has in its ranks a member of the National Education Association who has been a lifelong attender of National Education Association conventions, who has served as chairman of committees, and has for the last two and one-half years been the treasurer of this great Association. Ohio is asking that we should again have the opportunity of offering a fine and worthwhile treasurer of the National Education Association, *B. F. Stanton* of Ohio.

(*Secretary Givens* then continued the roll call of states. No other candidates were offered. The states of New Jersey and Washington seconded the nomination of *Mr. Stanton.*)

Secretary Givens: Mr. President, that concludes the calling of the roll of states for nominations for the office of treasurer.

President DuShane: Are there any other nominations? If not, the Chair declares the nominations closed.

There are three vacancies on the Executive Committee to be filled by the delegate body. I will ask the executive secretary to call the roll for nominations for membership on the Executive Committee.

Secretary Givens: Three or more are to be nominated. Alabama—Alabama yields to Illinois.

Orville T. Bright (Illinois): Illinois respectfully recommends the re-election of *John W. Thalman,* who has served for two years on the Executive Committee. Illinois feels that we are presenting again the name of a man who will give the value of a good deal of experience to the Executive Committee.

Secretary Givens: Alaska—Alaska yields to Oregon.

Marie Lessing (Oregon): Thank you, Alaska, for your courtesy extended to your northwestern neighbor.

Oregon wishes to present for membership of the Executive Committee one of her outstanding classroom teachers, *Birdine Merrill* of Portland, Oregon. *Miss Merrill* has served as president of her local association, president of the Affiliated Teachers Council of Portland, president of the Oregon State Teachers Association, and member of the Board of Trustees of the Inland Empire Association. Many of you will no doubt remember *Miss Merrill's* outstanding work on the committee of seven that planned and successfully carried thru the reorganization of the Charter and Bylaws of this National Education Association.

We of the Northwest feel that her experience in local, state, as well as national organization work, together with her ability, energy, and understanding of educational problems, makes her eminently qualified for this position.

Oregon and the Northwest nominate *Birdine Merrill* of Portland as a candidate for membership on the Executive Committee.

(The roll call of states continued, with Hawaii and Idaho seconding the nomination of *Miss Merrill.* Kentucky yielded to North Carolina.)

Margery Alexander (North Carolina): The South wishes to place in nomination as a member of the Executive Committee of the National Education Association the name of a real educator who has been active in the service of the National Education Association for many years. He has served as state director for eight years and as chairman of the Committee on Academic Freedom for two years. He is a man of outstanding ability. We need men of his vision to lead our great national Association.

I take great pleasure in presenting the name of *William S. Taylor,* dean of the School of Education of the University of Kentucky, as a candidate for a position on the Executive Committee of the National Education Association.

Secretary Givens: Louisiana, Maryland, Massachusetts.

Mr. Burkhard: The Massachusetts delegation is honored to unanimously place in nomination the name of *Annie C. Woodward* of Somerville, Massachusetts, as a member of the Executive Committee. Her long record of loyalty and service not only to the National Education Association but to Massachusetts is indisputable—it is unquestioned. Massachusetts not only needs a representative on this important Executive Committee but it needs *Annie Woodward.*

Secretary Givens: Michigan.

Delegate from Michigan: Michigan endorses *John W. Thalman.*

Secretary Givens: Mississippi.

Delegate from Mississippi: Mississippi seconds the nomination of *William S. Taylor.*

Secretary Givens: Missouri, Montana.

Edna Tobias (Montana): I wish to present the name of *Martin P. Moe* of Montana for the Executive Committee of the National Education Association. *Mr. Moe* is now director for the National Education Association and executive secretary of the Montana Education Association. He has served in this capacity for about seven years. He has served before on the Budget Committee of the National Education Association.

Due to *Mr. Moe's* effort, Montana has a retirement law that ranks with some of the best in the United States. He has also been instrumental in organizing the Teachers Credit Union in Montana. Since *Mr. Moe* has been on the Executive Council of the Montana Education Association, and a director of the National Education Association, the classroom teachers have been highly representative on various committees of the Montana Education Association and as delegates to the National Education Association.

Before his present position, *Mr. Moe* was a high-school inspector for the state of Montana; he served as a superintendent in Montana and as teacher in the public schools for a good many years. *Mr. Moe* is not seeking this office, but the office is seeking him due to his ability in the work that he has done in the line of education.

Secretary Givens: Nebraska.

Delegate from Nebraska: Nebraska is happy to second the nomination of *Mr. Moe.* We believe that *Mr. Moe's* qualification for the position and the experience he has had merit his nomination and that it will be a credit to the Association to do so.

Secretary Givens: Nevada, New Hampshire, New Jersey, New Mexico, New York.

Emily A. Tarbell (New York): New York is happy to present in nomination as a member of the Executive Committee the name of *Frederick Houk Law.* We are proud of him because of his distinguished record in organization work. As a speaker he has been in demand not only before numerous meetings in his own state but in various other states of the nation.

As a writer he has prepared much of the copy for the publicity campaigns, the effective campaigns for the New York City teachers, and has directed their public relations programs. He has been active in the work of the New York City High-School Teachers Association, the Joint Committee of Teachers Organizations, and the Department of Secondary Teachers of the National Education Association.

We are especially proud of him as a teacher. More than fifty writers have begun their careers under his inspiration. Hosts of his students keep in touch with him. We present him as a brilliant classroom teacher.

(Roll call continued, North Dakota, Ohio, Oklahoma, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, and Virginia passing.)

Secretary Givens: Washington.

John R. Rushing (Washington): The state of Washington has recognized the abilities and services that have been rendered to the National Education Association by *Birdine Merrill.* In addition to the fact that *Miss Merrill* was one of the committee that helped to make the National Education Association more democratic in its reorganization, she has also been chairman of the State Committee, chairman of the Legislative Committee, and of her local Salary Committee. She has worked in her educational organizations, local, state, and national, and is one worthy of the support of all of us. Surely we will not only honor her with this position but we will trust her in the execution of the duties of this office.

Secretary Givens: West Virginia.

Delegate from West Virginia: West Virginia seconds the nomination of *William S. Taylor.*

Secretary Givens: Wisconsin.

Mr. Rowen: On the basis of the record of *Miss Merrill,* Wisconsin wishes to second her nomination.

(*Secretary Givens* continued the roll call. Wyoming passed.)

Secretary Givens: Miss Fahey of New York wants to say just a word.

Miss Fahey: I want to add my tribute to the qualities that *Frederick Houk Law* possesses for the Executive Committee. A member from Connecticut who was to have expressed that is absent and I am taking the liberty of doing it.

I enumerate the same things that have been said, but some things a little more definitely. In selecting a member of the Executive Committee, I think the person should have had long association with the NEA. As far back as 1903 I met *Mr. Law* at a NEA convention, and ever since then he has been a member of the Association and is a Life Member today.

He has acted on so many committees it would be hard to enumerate them. There is one thing to which I would like to call your attention. Few of us, because of our intensive work in classrooms, have developed a sense of business. We oftentimes speak enthusiastically of things that are theoretical and we do not measure the dollars and cents that go with them.

Frederick Houk Law has been associated in that business sense so long in New York that we feel he is a person who would be shrewd and thoughtful in every direction as to the policies of the National Education Association. Also, his extensive travels fit him to be an interpreter at this time of a great question that we have of South American friendships. I know of no one who is so familiar with the life in South America and in other countries unknown to most of us as is this world traveler. More than that, his syndicated articles in hundreds of papers have made him well known as a writer. I urge your consideration of his candidacy.

Secretary Givens: The roll call for nominations for the Executive Committee has been finished. There are six nominees.

President DuShane: Any other nominations from the floor? If not, I declare the nominations closed for membership in the Executive Committee.

The next order of business is the nomination of directors from nineteen states for a three-year period. I will ask the secretary to call the roll of those nineteen states.

Secretary Givens: Since the blanks for this office have all been filled out and handed in, it will be entirely in order for a motion to close the nominations, because each state makes its own nomination. The blanks are here, so we will have a motion to close the nominations for directors.

Harold Smith: I move that nominations for these offices be closed.

(Motion was duly seconded, placed before the body for vote, and carried.)

President DuShane: The next order of business is the preliminary report of the Committee on Elections. *N. Elliot Willis* of Winthrop is the chairman of that Committee.

Mr. Willis: Our preliminary report is brief and to the point. The election of officers you have just nominated will take place on Thursday, the last day of the convention. Booths will be placed adjacent to the delegates registration desk, the same place where you received your delegates badge, at the rear end of the Exhibit Hall. The polls will be open at 8:00 A. M. and will remain open until 6:00 P. M., unless a change in the Bylaws provides for an earlier closing. May I urge you to bring the stub on your delegate's ticket or it will be impossible for you to receive a ballot.

President DuShane: The next order of business seems to be the preliminary announcement of the Appraisal Committee. The chairman of this Committee is *Reuben T. Shaw* of Philadelphia.

Mr. Shaw: It has been customary for several years for the Appraisal Committee to give out blanks at this first meeting of the Representative Assembly and before I go on to comment in connection with the blank, I should like each director, or someone named by him or her, to come to the platform, where some members of the Committee will give to you the appraisal blanks for your delegation.

Will you hand to the Committee member a slip of paper naming the state you represent, so that we may make certain that every state receives these blanks? When you get the blank, you will find that it should be returned here Thursday morning. Some of you may find that inconvenient, therefore we have arranged that it may be returned to the National Education Association Service Center or the National Education Association headquarters desk, if that is more convenient for you, but be sure that it is turned in and that we have the blanks, because the purpose of this procedure is for better conventions.

If you do not give us the suggestions, you have not done your part. You will also bear in mind that during this meeting of the Representative Assembly you are confronted with the fact that many of those attending this convention who come for real educational purposes and for their own particular interests are attending morning assemblies elsewhere. We will be happy for you as delegates or directors, or both, to provide them with these blanks so that we may have their reaction. Remember that the blank provides for not mere comments on the Representative Assembly but more specifically upon the general sessions and the convention setup as a whole. We want your thought.

At the bottom of the sheet is a place where I hope that each of you as you fill in the blank will carefully note whether or not you are a delegate. One of the things we would like to observe this time is whether or not there is any difference of opinion among the delegates and those who come and are not delegates.

Remember to see that these blanks are returned sometime Thursday. You cannot make use of them before Thursday, because we want a survey of the whole convention.

President DuShane: Mr. Law of New York has requested permission to introduce a motion at this time, which I think is in order, with your permission.

Mr. Law: The most loyal supporters of democracy and the strongest upbuilders of good government are the teachers of the United States. In view of that fact, I wish to present the following motion which was suggested by *John W. Dodd,* president of the New York State Teachers Association. This is the motion:

Resolved, That this convention of the National Education Association, comprising the great and loyal body of the teachers of America, send its greeting, its best wishes, to the Conference of Governors now in session in the city of Boston.

(The motion was seconded by *Secretary Givens,* placed before the Assembly for vote, and carried unanimously.)

President DuShane: With your permission, I should like at this time to make a preliminary announcement for the Executive Committee of the National Education Association.

If there are no objections, on Thursday morning there will be presented to you a definite proposal for the formation of a Commission for the Defense of Democracy thru Education, and it seems desirable when such an important matter is coming before you that you have some preliminary notice of it. Tomorrow morning a mimeographed copy of the proposal will be placed in your hands, but this morning I wish to briefly state to you some of the purposes and an outline of the plan to be proposed.

We feel that America and education are facing perhaps the greatest crisis in the next few years. We further feel that something extraordinary must be done to meet this situation. Our schools are being criticized in many ways and by numerous organizations and the effect of those criticisms when unjust is to undermine public confidence in the schools. We need public confidence in order to have financial and moral support.

In addition to that, the great increases in federal taxation now proposed and necessary are bringing reactions against local taxation which threaten the financial strangulation of our school systems. It seems that something must be done to defend schools and to make possible the carrying out of our important work.

If you were a member during the depression, you will remember that our schools suffered greatly both in funds and in morale. Two years after the depression started, the National Education Association organized a Joint Commission for the Defense of Education. That Commission has done noteworthy work, but it started two years too late. Now, with trouble ahead, it seemed wise to the Executive Committee that the National Education Association take action now to attempt to meet the crisis ahead.

The plan proposed is that there be a commission of ten, three of whom are ex officio members of the Executive Committee, the other seven to be appointed by the Executive Committee for a term of three years. This central committee will cooperate with a national committee, composed of one member from each state, that member to be appointed by the state teachers association. It is further recommended that each state association consider the desirability of having a defense commission of its own to meet its local problems.

When this cooperative body has been organized, it will be possible to exchange ideas between the states, to cooperate in investigations and in the accumulation of needed information about movements against education, and to cooperate in the attempts to secure the help of various citizens and organized groups of citizens. This Commission will be financed as to the expenses of the central body or of the ten members by the National Education Association.

The states that participate will have to carry the expenses of their local committee and of the members of the national group that they appoint. It is hoped that the profession may be reoriented by the work of this Commission and its state assistants, that a defense may be built up against attacks, and that a new loyalty may be developed on the part of the public, which will help to enable us to meet the troubles that seem inevitably to be coming down upon our school systems in the country.

With that preliminary explanation, I hope you will study the matter carefully and when the digests are handed to you tomorrow I hope that you will read them over and be ready for final consideration of action on this proposal Thursday morning.

Thank you for your consideration and this permission to present the preliminary plan. If there are any questions, they can be raised on the floor Thursday morning.

The next order of business is a report on work of departments by *William G. Carr,* associate secretary of the Association and secretary of the Educational Policies Commission.

Mr. Carr: The secretary's annual report this year contains for the first time a comprehensive description of the work of every aspect of the National Education Association, including—and this is the unique feature this year—a summary of the work of the departments. There are twenty-seven departments. It would not be feasible for me to devote one minute of your time to a report on each of them. A few general comments and a brief report of changes in the departments during the year which are significant are all that I shall ask of your consideration.

Twenty-seven departments of the National Education Association at the present time constitute by far the most wide-flung effort on the part of educators from a wide variety of interests and fields to work together for a common purpose. There are in the departments of the National Education Association as a total membership something between 50,000 and 60,000 persons. In other words, the departments constitute roughly one-fourth of all the members of the National Education Association. During the year, the following significant changes in the departments have occurred:

The Department of Classroom Teachers for the first time has established an official office at the Washington headquarters of the Association.

The Music Educators National Conference, a well-organized, well-established group in that field, with an office and a substantially paid staff in Chicago, is now an actively functioning department of the Association.

The National Association of Secondary-School Principals, with a staff of approximately ten members, has moved most of its offices from Chicago to the seventh floor of the National Education Association headquarters building.

The National Council for the Social Studies, with its yearbooks and publications, and with its active affiliations with at least one-third of the state teachers associations thru state social studies departments, has for the first time employed an executive secretary and staff. The Council has offices on the second floor of the headquarters building.

The Department of Special Education has made a significant move in the direction of becoming more broadly representative by laying the foundations for affiliation with the International Society for Exceptional Children.

The Departments of Business Education and of Visual Education have immediate plans under way for the employment of paid executives. The Department of Art Education has received a grant from one of the foundations for a careful survey of the needs in the training of our teachers.

These, as far as I know, are the principal changes which have occurred in the setup of the departments during the year that is concluded. You might be interested to know that out of the twenty-seven departments of the Association, nineteen published periodical magazine publications, so that if a person read one of these publications every other day, he would be thru just in time to get the next month's allotment.

Twenty-three of the twenty-seven departments have dues, which they use for the carrying on of their work. The departments function largely thru committees. There are in the departments of the National Education Association no less than sixty deliberative and research committees. This does not count the executive and administrative committees but only those that are engaged in the study of special problems.

The requirements for departmental affiliation with the National Education Association are simple; they are laid down in your Bylaws. They specify only a few general requirements, leaving a large measure of freedom to the departments. There are a few requirements regarding the officers, a few requirements designed

to protect the departments in the use of their own funds, and the general requirement that no person may be a member of the department who is not also a member of the National Education Association.

Under the present leadership of the departments, a fine spirit of cooperation exists between the departments and the National Education Association, and efforts will be made in the coming year to promote and strengthen those bonds. It is obvious that a great organization like this has to function thru specialized interests, and the device that we have for that purpose is the department. It is equally obvious that strong departments are desirable, that strong departments in an organization can pull it to pieces or they can build it up.

Fortunately, we have in the leadership of the twenty-seven departments of the National Education Association, the kind of people who are interested in building up, so that departments and Association working together, with a common purpose, but with a wide diversity of methods, can further the objectives of the Association and of its several departments.

President DuShane: The next order of business is the consideration of proposals for amendments to the Bylaws, submitted at the Milwaukee meeting a year ago. I shall call on *Mr. Sohl* to present these proposed amendments to you for your consideration.

Mr. Sohl: These amendments appear on pages 7, 8, 9, and 10 of your Official Manual. In order to consider them, it is necessary to skip around and take them in a different order than in which they appear.

Will you please note this before we start—we have a lot of business. We can clarify it at the beginning and we will all be better satisfied.

First, we are going to consider the first one on page 7. The second one to be considered will be the first one on page 9, the third one will be the second one on page 9, the fourth one to be considered will be the last one on page 8. The last one to be considered is the third one on page 7. It is necessary that they follow in that order, because if one is defeated later on, in the order that would appear here, it would nullify some of the previous actions.

Now we will consider the amendments to Article II, Section 1 (a). I want to say that these five proposals here are all together, all proposed by one individual, *Mr. Cloud,* of California, and will have to be considered individually and as a group.

Douglas B. Miller (California): Inasmuch as we are considering five amendments all related, may I have the permission of this Assembly to have an extension of time not to exceed ten minutes.

President DuShane: You are asking for ten minutes' time for discussion?

Mr. Miller: Yes, because I do not wish to infringe upon Rule 4 (Rules of Procedure for Conduct of Business in the Representative Assembly) which states:

> No member shall speak in debate more than twice during the same day to the same question nor longer than five minutes at one time, unless permission is granted by a majority vote of the Representative Assembly at that session.

President DuShane: Is there any objection to an extension of time for an explanation? If there is no objection, you may have the time.

Mr. Miller: Mr. President——

President DuShane: Just a minute. You will be recognized as soon as *Mr. Sohl* has completed his report. We will then come back to a consideration of these five proposals as a unit and then he will go on with some of the others, if you will wait just a moment.

Mr. Sohl: These five proposals are all related. I want to explain briefly the issues involved. I want to say at the outset that the Committee on Rules and Bylaws has not attempted to influence your vote one way or another. It is merely trying to explain the issues.

The issues are as follows: that the election of a first vicepresident per se,

irrespective of any other election, eleven other vicepresidents, the designating of the retiring president as a junior past president, placing both the first vicepresident and the junior past president on the Executive Committee. The election of two members by the Representative Assembly to the Executive Committee instead of three as now exists.

Article II, Section 1(a), if amended will read as follows:

> The officers of said corporation shall be a president, a first vicepresident, eleven other vicepresidents, an executive secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the Bylaws.

As chairman of this Committee, I formally move the adoption of that amendment. (Motion seconded by *Archer L. Burnham,* Nebraska.)

President DuShane: It has been moved and seconded that this first proposal be adopted. The question is upon the adoption of the first proposal and *Mr. Sohl,* chairman of the Committee, has the floor for initial discussion, if he cares to have it.

Mr. Sohl: The question is now open for discussion.

Wendall M. Moore (California): I thought permission was granted to *Mr. Miller* to discuss all five of these proposed amendments at one time. Is that not correct?

President DuShane: The parliamentarian informs me that each one has to be taken up separately. I think it is the will of the Assembly, however, that *Mr. Miller* be given whatever time is within reason for presentation of the expounding of these resolutions or of these amendments.

Mr. Sohl: Thank you, *Mr. President.*

Mr. Miller: I may have time to talk on these five amendments?

Mr. Sohl: Yes.

Mr. Miller: On behalf of the sponsors and the California delegation I have the honor and the pleasure of presenting to you a series of five proposed and related amendments to the Bylaws of our Association. These are in the order of their appearance.

Article II, Section 1(a)
Article II, Section 1(d)
Article III, Section 1
Article III, Section 2(a)
Article III, Section 2(b)

These amendments were presented to the Assembly at Milwaukee and published in the May issue of the *Journal.* All provide for a revision in the procedure now employed in the selection of the first vicepresident. The need for a revision will be seen upon an examination of the existing plan. At present, our Bylaws are unique in that there is no provision for anyone to assume the functions or authority of the president in case the latter should be unable to perform them because of death, resignation, incapacitation, or other cause. The only provision now existing permits the ranking vicepresident to preside over a single meeting in the absence of the president. While no president has yet been unable to discharge his duties, it is always a possibility. It is inconceivable that a great national organization, representing the professional life of the teaching body, should allow a situation to continue in which this eventuality is not adequately provided for.

Further, the present plan provides that the retiring president shall automatically become next year's first vicepresident. There is no logical reason for this step, for the first vicepresident is given no right to assume the duties and functions of a president who becomes unable to serve. Indeed, we can find few, if any, organizations or corporations in which such a plan is used. This unfortunate weakness has long been recognized and previous attempts have been made to correct the organization without success. It is in the spirit of constructive improvement that these amendments are offered.

The proposed additions to Article II, Section 1(a), and Article III, Section 2(a), will take care of this omission in our Bylaws by specifying that the first vice-president shall assume the functions of the president if the latter is unable to do so. This provision would also insure that the policies determined by the current Representative Assembly will be carried on by an officer elected by the current body.

Finally, the Association is found to employ the Hare System of Proportional Representation in the election of the Executive Committee. According to this plan, the members indicate several choices for each officer. That is, the voter indicates a first choice, second choice, third choice, and so forth. When the votes are counted, it is sometimes found that no candidate has the required number of votes for election. It then becomes necessary to equate the first choices, by a complicated mathematical process of weighting thru the addition of second or even third choices.

The principal reason given by proponents of the Hare System is that it better protects the rights and opinions of minority groups. This condition is rarely encountered in our annual meetings where we act as a unified organization. The Hare System is no more equitable than selection based upon a simple plurality by a single choice of candidate. It is extremely complicated and requires a great deal of time and labor to count the ballots. The *Encyclopedia of Social Sciences* reveals that the system has been tried in only eight municipalities in the United States. At present, it is retained in only three cities. In fact, the supreme courts of Michigan and California have declared the system unconstitutional.

The proposed amendment to Article II, Section 1(d), would remove by deletion this obsolete and complicated method of election, leaving the simple method of electing each member of the Executive Committee by the highest number of votes received. This plan would be the one which is now almost universally employed in American election practice.

If the proposed amendments are adopted, the first vicepresident shall be elected in accordance with the provisions of our Standing Rules, specifically Section C of Rule 4.

It might be thought that the amendments would add one member to the Executive Committee, thus increasing the budget of the Association due to cost of expenses to meetings of the Committee. This is not the case, for no additional members are added. Under existing provisions, the Assembly elects three members to the Committee. Under the proposed amendments, the Assembly will continue to elect three members, of which one is specified as the ensuing vicepresident. Therefore, no additional cost will be incurred.

Based on the reasoning advanced by the proponents, it is recommended that the members of the Assembly vote "yes" on the proposed amendments because of the following advantages:

First vicepresident:

1. Specific provision is made for the assumption of powers and duties of the president in case of the latter's incapacitation.
2. Provision is made for the democratic election of officers, including the first vicepresident, by direct vote of the entire Representative Assembly.
3. The obsolete and complicated Hare System of Proportional Representation is abandoned in favor of the simple plan commonly used in American election practice.
4. No change is made in the number of members on the Executive Committee.
5. No additional expense will be incurred thru adoption of the amendments.
6. The benefit of the experience of the junior past president will be retained thru his membership on the Executive Committee.

President DuShane: You are considering only amendment to Article II, Section 1(a), at this time. Are there any further remarks? Are you ready for the question?

The question is on the adoption of this amendment. All in favor of the adoption of this amendment to the Bylaws as read will signify by saying "aye," all opposed to the adoption of this amendment will signify by saying "no." The amendment to the Bylaws requires a two-thirds vote. Apparently there was a lack of two-thirds vote, but I think we had better call the roll by states and have the chairman of the delegation of each state take the poll of his delegation and announce the result. We will have a roll call and give you a recess of two minutes for the polling of each delegation.

(The Chair declared a recess of two minutes. Two-minute recess followed. The meeting was then again called to order. It was announced that only the delegates present in the hall at this time would have a right to vote. Roll call of states by the secretary followed.)

President DuShane: The Chair wishes to announce the vote as follows: 821 in favor, 273 against, therefore the amendment to Article II, Section 1(a), has carried by a two-thirds majority. We will now consider amendment No. 2.

Mr. Sohl: The second Article to be considered is Article III, Section 2, which appears on top of page 9:

> (a) The first vicepresident shall serve as a member of the Executive Committee. In case the office of president becomes vacant, the first vicepresident shall become president and shall assume the duties and authority of the office.

W. B. Mooney (Colorado): Does not the adoption of this present one necessitate the adoption of the remaining ones to make it work?

President DuShane: It is within the rights of this group by unanimous consent to adopt the vote on the first as the vote on all five, if you wish to do so.

Mr. Mooney: I therefore propose that the vote on the first amendment be recorded as the vote on the remaining ones.

(Motion seconded by *Leonard L. Bowman,* California.)

President DuShane: Do we have unanimous consent to use the vote on the first amendment as the vote on the first five that have been read to you?

(Cries of "No!" from the floor.)

President DuShane: It must be by unanimous consent. We therefore shall consider each one of them as it comes up. Any remarks? All in favor—are you ready for the question—all in favor signify by saying "aye," opposed by the same sign. The motion is upon the adoption of the second amendment to the Bylaws, which was read to you. The Chair declares the second motion carried.

Now I will ask the chairman of the Committee to read you the third proposed amendment in this series of five.

Mr. Sohl: The third proposal is Article III, Section 2(b), as it appears on the top of page 9, second item:

> The other vicepresidents shall serve as assistants to the president for such services as may be required of them.

(Motion by *A. G. Starr,* California, duly seconded and carried, to adopt this amendment as presented.)

President DuShane: The Chair rules that this motion, having received a two-thirds vote, is carried. Unless there is a motion, we will now consider the next proposal and I will ask the chairman of the Committee to read the next proposed amendment to the Bylaws.

Mr. Sohl: The next topic for discussion is at the bottom of page 8. Article III, Section 1, if amended will read as follows:

> The president shall preside at all meetings of the Association and shall perform the duties prescribed by the Act of Incorporation, these Bylaws

and Standing Rules, and in addition, such duties as usually devolve upon the chief executive of such an association. In the absence of the president, the first vicepresident shall preside. In the absence of the president and the first vicepresident, a chairman pro tempore shall be elected under the direction of the executive secretary of the Association. The president shall prepare the program for the general sessions of the annual meeting of the Association and shall have power to confer with the president of the council and the heads of the several departments, and to make such recommendations in regard to the program of the council and the several departments as will, in his opinion, promote the interest of the annual meeting. The president shall be a member ex officio of the Board of Trustees, and chairman of the Board of Directors and of the Executive Committee. He shall sign all bills approved for payment by the Board of Directors and all bills approved or authorized by the Executive Committee acting for and under the instruction of the Board of Directors. On the expiration of his term of office as president, he shall be known as the junior past president and shall serve on the Executive Committee for the term of one year.

This amendment is now open for discussion.

President DuShane: You have heard the proposed amendment read. Is there a motion for the adoption of the amendment?

Mr. Starr: I move the adoption of the amendment.

(Motion seconded by *Joseph H. Saunders,* Virginia, placed before the body for vote, and carried.)

President DuShane: The Chair rules that a two-thirds vote having been cast for the amendment, it is adopted.

We are now ready for consideration of amendment No. 5. I shall ask the chairman to read it to you.

Mr. Sohl: Proposal No. 5 is found on page 7. Article II, Section 1(d), if amended will read as follows:

> The Executive Committee shall consist of nine members as follows: The president of the Association, the junior past president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, two members elected by the Board of Directors for the term of one year, and two members elected by the Representative Assembly for the term of one year. A director elected to the Executive Committee shall continue as a member of the Board of Directors.

This is the part to be deleted:

> (The election of the members of the Executive Committee by the Representative Assembly shall be by the Hare System of Proportional Representation. The provisions of this Section shall become effective in the election of the Executive Committee for the Association year beginning with the close of the convention in 1937.)

This amendment is now open for discussion.

Mr. Moore: I move that this amendment be adopted.

(Motion seconded by *Mr. Starr.*)

H. E. Gayman (Pennsylvania): I should like to ask for a point of information, whether this amendment is separable, and whether or not an amendment could be made which could retain for the Association the Hare System of Proportional Representation.

President DuShane: The parliamentarian informs me and I shall so rule that this amendment can be amended once. Does that answer your question, *Mr. Gayman?*

Mr. Gayman: Yes. May I request the personal privilege and opportunity to present such an amendment?

President DuShane: If you can do so immediately. If you will put your motion in writing and then present it to the Chair, it will certainly be considered.

Mr. Gayman: I move that this proposal be amended by striking out the bracket preceding the first word of the last sentence and after the last word of the last sentence of Article II, Section 1(d).

Mr. Chairman, as I understand this amendment, it would restore and retain in the Constitution the Hare System of Proportional Representation.

I move the adoption of this amendment.

(The motion was seconded.)

President DuShane: That should be reduced to writing, so that it can be read to you. Will *Mr. Gayman* get the written amendment to the Chair as soon as possible? I expect the debate of the amendment is in order pending the presentation of the written amendment. I shall therefore recognize you as a speaker on the amendment to the amendment.

Miss Adair: I have worked with this Hare System of Proportional Representation for a long time and I cannot see why we should need to have that in electing two persons. The only thing that is practically assured when you use the Hare System with a small number of people is that you do not get your first choice. It has seemed to me that we would do well to vote against the amendment to the amendment in order that we might choose our first vicepresident by the simple way of voting for the person whom you would like to have as your first vicepresident.

President DuShane: The written proposal for the amendment has not yet been presented. Are there any other remarks on the amendment to the amendment?

Mr. Bright: Is this going to be in effect and thus affect the nominations made this morning?

President DuShane: Of course, you are asking if it will affect the passage of this amendment—

Mr. Bright: Do these amendments take effect immediately?

President DuShane: Yes, upon passage, they go into effect at once.

Mrs. Lindlof: I arise to make a correction. This Hare System, according to the amendment to the amendment, would apply to the election of the first vicepresident. That is not so. The Hare System applies to the election of the members of the Executive Committee only.

President DuShane: Any further remarks? The Chair will recognize *Mr. Shaw.*

Mr. Shaw: I think if you will refer to the *Proceedings,* you will find that the proposal presented one year ago, which may be acted upon by a two-thirds vote, deals with the election of the first vicepresident, therefore this proposal to amend with regard to the Hare System is improper, except by unanimous consent. I appeal to the ruling of the Chair and the parliamentarian.

President DuShane: Is the proposed amendment in writing ready? Has it been submitted here as yet?

Fred D. Cram (Iowa): I have a question, *Mr. President.* Under what head of business are we now operating? The amendment to this amendment—is that before the house?

President DuShane: Yes.

Mr. Cram: I would like to ask a question. Is an amendment to the proposed amendment in order?

President DuShane: The Chair would rule "no," not until this is settled.

Mr. Cram: May I propose an amendment if this amendment is not carried?

President DuShane: Yes. The Chair will rule, in connection with *Mr. Shaw's* point, that the amendment was presented in writing a year ago and was published in the *Journal* as required by the Bylaws and therefore can be considered at this time.

Mr. Shaw: Accepting the ruling that this was presented in writing at the Assembly, of which there is no evidence in the *Proceedings,* I wish to discuss briefly the matter of the Hare System.

I am disturbed to note that the speaker in explaining the original amendment stated that the effect of the ballot other than first choices was a weighting method. That is not the Hare System. That was one of the old proportional representation methods long ago abandoned and is not a part of what we call the Hare System. I sincerely hope that in view of the nominations made and in view of all our customary relationships, that this amendment, that portion of it dealing with the Hare System, will not prevail, therefore, for two reasons. The first is that the fairness of the Hare System should be retained, in my judgment, and secondly, in fairness in treatment of this particular convention, which has counted upon and already nominated for election three members.

President DuShane: Are there any further remarks upon this proposed amendment to the amendment, the effect of which would be to retain the Hare System?

Elizabeth Greger (Pennsylvania): I should like to defend the Hare System. I do not think it is obsolete. Any method that helps the people to vote democratically and gives the people a chance to express their choice can never be obsolete. Under the Hare System, the ballots are distributed according to first choices. In the method used before, the people that have the largest number of votes are elected, which, if it is put in effect this time, mean the two highest would be elected. According to the Hare System of Proportional Representation, the other people have a chance to express their desires, and therefore, their ballots would not be lost. It gives everybody a chance to express his desires, to vote on some candidate, and few ballots are lost.

President DuShane: Are there any other remarks to the question?

Robert Doe (Hawaii): I would like to ask for a point of information, just what particular value and advantage the Hare System would have over a straight election when we are to elect only two members, as the new amendment provides, in case it is passed?

Mr. Saunders: In the matter of adopting the Hare System of voting, which we would adopt if we adopt the amendment to the amendment as proposed by *Mr. Gayman* of Pennsylvania, the statement has been made here several times that the Hare System is a democratic system. If that is true, then why does neither the Republican convention nor the Democratic convention nominate the Presidents of the United States by any such method or system? Where does the democracy come in on this proposition?

On the other hand, it is a cumbersome sort of procedure that none of the great national conventions or sundry organizations thruout this country use. Why does this organization adopt such a system of counting its votes, when it is electing only two people out of a field of 6000. It seems to me we can easily record our choice in the usual way of nominating and electing people that is carried on in practically all the organizations of this country and certainly in this new—

H. H. Blanchard (Indiana): I would like to answer one question asked by the previous speaker. The Hare System of Proportional Representation is not adopted by our political conventions because the convention operated under such a principle cannot be controlled by the politicians.

President DuShane: The question has been called for—

Alice Vail (Arizona): For the benefit of those of us who have been unable to hear much of the discussion, could the Hare System be briefly and clearly explained from the floor? I am not sure that every delegate understands exactly what the Hare System is.

President DuShane: That is beside the question. We are now open for any further discussion of the amendment to the amendment submitted from Pennsylvania by *Mr. Gayman.*

Mr. Gayman: I should like to ask the support of the amendment to the amendment which I have just proposed. I ask this support because the Hare System of Propor-

tional Representation has been used since 1937 by this convention. We in Pennsylvania use the Hare System of Proportional Representation in the election of our delegates to the National Education Association, in the election of all our other officers, and we have found after a study of the results of the election that we have a wider geographic representation of delegates, that we have a broader geographic representation and group representation of officers and members of legislative committees, by using the Hare System of Proportional Representation, than we had previously.

Because of that, I am pleading that the National Education Association, which is so broad, which has so many groups that are not familiar with each other, retain the Hare System of Proportional Representation so that geographic groups may be represented and groups with other interests may be represented. I ask the support of the amendment.

President DuShane: The question is now before you. I think the Chair will have to rule that since *Mr. Gayman* asked for recognition and introduced the motion and since the Chair called for any other discussion and no one asked for the floor that the discussion is closed.

Leonard W. Joll (Connecticut): I would like to ask if this Hare System has been understood enough so that the Association can run it on its own. Has it not been necessary to break in someone from the outside to run this and carry it thru for the Association? It seems to me that we need a system that is well understood by all the delegates, so that we may use it and use it in such a way that we may thoroly understand what we are doing and how we are voting.

President DuShane: The question is now before you and the question is upon an amendment to the amendment submitted by *Mr. Gayman.* The effect of it is to remove the parenthesis in such a way that the Hare System will be continued in effect. If this motion passes, then the proposed amendment will include a clause requiring the Hare System. If this amendment fails, the Hare System is out of the proposal and we then go back to the consideration of the original proposed amendment.

(Motion placed before the Assembly for vote.)

President DuShane: The motion has failed, as it takes a two-thirds majority vote. Now we go back to the original proposed amendment. Are you ready for the question? All in favor of the amendment as originally proposed signify by saying "aye," opposed, "no." The Chair rules that the amendment having received two-thirds of the votes is carried.

For the purpose of making it definite, so there can be no question about it, the Chair will entertain a motion to adopt all five of these related proposals.

George Mahin (Illinois): There seems to be quite a bit of division on the last amendment. I wonder if we could have a roll call on that.

President DuShane: Your question should have been raised before the decision was announced. The Chair will have to rule against your request. The amendment is adopted.

The Parliamentarian suggested that in order to make sure, these amendments should be voted on now as a unit. Will someone make a motion to adopt all five of them?

Mr. Saunders: I move that the five amendments just adopted singly be adopted as a whole.

(The motion was seconded by several delegates.)

President DuShane: All in favor signify by saying "aye," opposed by the same sign—(voices from the floor, "no"). The Chair rules that the motion is carried.

Remember these five amendments are now in effect; that means that you have created a new officer in the National Education Association and that you have abolished the old vicepresidents and established eleven new ones.

The Chair will ask for unanimous consent to go back to the nomination of officers and nominate a candidate for first vicepresident and renominate candidates for other vicepresidents. If there is no objection, we will go back to nominations and

I will ask the secretary to call the roll by states for a nomination for first vice-president, that new officer being not only first vicepresident but a member of the Executive Committee.

Secretary Givens: Roll call by states, according to the action just taken, will now be made for first vicepresident of the National Education Association.

Alabama (passes), Alaska (Alaska yields to Washington).

Edwin H. Quigley (Washington): The state of Washington wishes to place in nomination the name of *Joe A. Chandler* of Washington for first vicepresident.

Secretary Givens: Arizona (passes), Arkansas (passes), California, (passes), Colorado (passes), Connecticut (passes), Delaware.

(*Delegate from Delaware* nominated *Helen T. Collins* of New Haven, Connecticut, for the office of first vicepresident.)

Secretary Givens: District of Columbia (passes), Florida (passes), Georgia (passes), Hawaii (passes), Idaho.

(*Delegate from Idaho* seconded the nomination of *Mr. Chandler.*

Roll call by the secretary continued, with the states of Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri passing; Montana seconded the nomination of *Mr. Chandler.* Nebraska passed. Nevada seconded the nomination of *Mr. Chandler.* New Hampshire passed.

Delegate from New Jersey nominated *Mrs. Mary D. Barnes,* president of the Department of Classroom Teachers.)

Mrs. Lindlof (New York): In anticipation of the adoption of this amendment providing for a first vicepresident, the New York delegation voted unanimously to present the name of *Sara H. Fahey* for first vicepresident of the National Education Association.

(Roll call continued, North Carolina, North Dakota, Ohio, passing. Oklahoma seconded the nomination of *Mary D. Barnes.* Oregon seconded the nomination of *Mr. Chandler.* Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota passed. Texas seconded the nomination of *Mrs. Barnes.* Utah, Vermont, Virginia, West Virginia, Wisconsin, Wyoming passed.)

Secretary Givens: Mr. President, the roll call is finished.

President DuShane: Are there any other nominations from the floor?

B. Donald Stewart (Ohio): I would like to place in nomination the name of *G. Ballard Simmons* of the University of Florida.

President DuShane: Are there any other nominations?

Miss Collins: May I withdraw my name in favor of *Sara Fahey* of New York?

President DuShane: The Chair rules that *Miss Collins* has a right to withdraw her name. It is therefore withdrawn.

S. D. Stoney (South Carolina): South Carolina would like to present the name of *A. C. Flora,* who has been a member of the Board of Directors for some time, as first vicepresident.

Mr. Saunders: I would like to second the nomination of *Mr. Flora* of South Carolina.

Mary E. McGough (Minnesota): If all the people who were nominated before for the position of vicepresident and who are now being advanced as nominees to run as first vicepresident, does that mean, then, that one of them will be elected as first vicepresident and all the others automatically ruled out entirely?

President DuShane: The Chair, I believe, would have to rule that by your action in adopting these amendments, you have canceled all nominations for vicepresident and they will have to be renominated. You are now nominating for first vicepresident and the next order of business will be nominations for the other vicepresidents.

Miss McGough: Mr. Chairman, what I wanted to have made clear, and I think we have not clarified our thinking, is this: If the people are being nominated definitely for the position of first vicepresident, then they cannot run as any of the

other possible candidates for vicepresident. I do not think these people realize that they are staking everything on one throw.

President DuShane: That is a problem for each person making the nomination. Are there any other nominations? If not, the Chair declares—

Mrs. Lindlof: I would like to question the parliamentarian's ruling that these amendments adopted today take effect immediately, as far as changing or the change in the names of officers and nominations of the officers are concerned. It seems to me that that is not logical, it is not sensible—it may be parliamentary.

President DuShane: The Chair would answer that as long as there is no other limitation in the Constitution or Bylaws, that any amendment will take effect upon adoption. If you want to prevent that, you will have to amend the Bylaws.

Miss McGough: I am still raising the question because I do think there is confusion. May I point out that while we have amended the Constitution to designate a first vicepresident, we have not amended it to stipulate that anybody shall be definitely nominated and elected under that terminology. Would it not be in order for the parliamentarian to rest here and follow the usual procedure of electing our first vicepresident and have the one having the highest number of votes serve as first vicepresident. Otherwise, we are going to lose a lot of splendid material that we expected to have on our vicepresidential force.

President DuShane: At this time, with the consent of this group, we are nominating candidates for the office of first vicepresident. The consideration of nominees for other vicepresidents will follow. Are there any other nominations? If not, the Chair will declare the nominations closed.

Mr. Quigley: May I ask how the Chair is ruling on that now? Are these persons who have been nominated for first vicepresident eliminated if they are defeated for the first vicepresidency?

President DuShane: The Chair cannot find any provision in the Bylaws prohibiting a person from being nominated and elected to these two offices. I cannot find any prohibition against it.

Mr. Quigley: In case you are ruling that way, the state of Washington wishes to withdraw the name of *Joe A. Chandler* for first vicepresident.

President DuShane: Anyone is privileged to withdraw his name from consideration. If there are no other questions, we will now proceed to the nomination of candidates for other vicepresidents. Eleven of them will be elected.

Mr. Sohl: I would like to present a motion that all individuals who were previously nominated for vicepresident remain on the ballot.

(The motion was duly seconded, placed before the assembly for vote, and carried.)

President DuShane: Any other nominations for other vicepresidents? If not, the Chair will rule that the nominations are closed for vicepresidents.

Delegate from New Jersey: New Jersey wishes to withdraw the name of *Mrs. Mary Barnes* for first vicepresident.

President DuShane: Does *Mrs. Barnes* request that her name be withdrawn?

Mrs. Barnes: I should like to have my name withdrawn as a candidate for first vicepresident.

President DuShane: At the request of *Mrs. Barnes,* her name is withdrawn from candidates for the first vicepresidency.

We shall now return to the regular order of business. We have additional Bylaws to be considered and I shall ask *Mr. Sohl* to present them to you one at a time to be voted on as presented.

Mr. Sohl: We are now discussing (on page 7) the second proposed amendment. Article II, Section 1(b), if amended will read as follows:

> The Board of Directors shall consist of the president, the first vicepresident, the treasurer, the chairman of the Board of Trustees, and one additional member from each state, territory, or district, to be elected by the Representative Assembly, and of all life directors of the National Education Association, provided, however, that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual

meeting shall be entitled to a second director, for the term of three years or until their successors are chosen, except that the term of the second director of any state be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 of each year.

I might also tell you that if this is adopted, you will have to change Standing Rule 4(b) to conform with it.

President DuShane: You have heard the reading of the proposed amendment. Is there a motion for its adoption?

Milton O. Pearce (Pennsylvania): I am wondering if we are wise to continue the consideration of these amendments since so many are leaving.

President DuShane: It is required that a motion be made and seconded that this amendment be adopted before there can be a debate.

(The motion was made and seconded.)

President DuShane: It has been moved and seconded that the amendment be adopted. Now we are ready for debate.

Mrs. Lindlof: Will you please announce what amendment you are speaking about just now?

President DuShane: We are voting on an amendment to Article II, Section 1(b) printed in the Delegates Manual on page 7. It is the second amendment appearing on page 7 of the Manual, which has just been read by *Mr. Sohl,* and the provision of it seems to be to provide that the second director be permitted to each state having 20,000 members, but only for one year, from year to year.

Mr. Forsyth: As Mr. Miller of California stated a few minutes ago that some of the Bylaws were rather unique, I think this is one of the unique parts. Prior to this proposed amendment, it had no termination of the service of two state directors. This merely clarifies the entire situation and terminates the usefulness of the second director when the membership drops below 20,000.

President DuShane: Are there any further remarks?

(Question on the motion called for. Motion placed before the Assembly for vote and carried unanimously.)

Mr. Pearce: I should like to move that we recess this meeting until tomorrow morning.

(The motion was seconded.)

President DuShane: A motion to recess until tomorrow morning is before you. I would like to raise this question with the person who submitted that motion. It is not debatable. The election can hardly be provided for, however, if they change the hour of voting tomorrow; there are several points in these amendments that ought to be settled today rather than tomorrow morning. If the mover of the motion does not care to withdraw the motion, the question will be put immediately.

Mr. Pearce: My only reason for suggesting the motion is because so many have left. You can hardly get a wise decision on it.

President DuShane: If the mover of the motion refuses to withdraw his motion, I shall put the motion before the Assembly.

(The motion was then put before the house for vote and failed to carry.)

President DuShane: We will now proceed to the consideration of the next amendment.

Mr. Sohl: The next amendment, on page 7 of the Delegates Manual, Article II, Section 3, if amended will read as follows:

> A local educational association or teachers organization within a state, territory, or district may affiliate with the National Education Association and shall be designated an affiliated local association.
>
> Within a given jurisdiction or political or administrative subdivision of the state, the local education association maintaining an affiliation with the state education association shall be the sole local NEA affiliate: provided, however, that any existing affiliation of local associations shall not be terminated because of the above provision, and provided also that the Executive

Committee may, after due consideration and consultation with the existing local and state affiliate or affiliates of the National Education Association, approve for affiliation additional local associations.

Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be $5, which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of proceedings, reports of committees, and all bulletins and announcements when issued.

In order to expedite matters, I move the adoption of this amendment.

(The motion was seconded.)

President DuShane: It has been moved and seconded that the proposed amendment of Article II, Section 3, printed on the bottom of page 7 and top of page 8 of the Manual, be adopted. The question is now open for debate.

(*Mr. Smith* of the Board of Directors was recognized.)

Mr. Smith: Speaking on behalf of the Board of Directors, I wish merely to present the viewpoint as expressed by the directors in a meeting which of course you realize is advisory only. However, we offer it as a matured opinion for what you may consider it to be worth. It has been customary for years past for the members of the Board of Directors to consider proposed amendments to the Bylaws and Rules and to express their opinion in the light of their best judgment, the final decision, of course, resting always with this body.

The Board of Directors in considering this proposed amendment, voted to strike from the amendment that portion in italics, beginning on page 7 with the word "Within," up to and including the word "the" preceding "Executive Committee" on line 2 of page 8, and to add the following after the first sentence:

The Executive Committee may, after due consideration and consultation with the existing local and state affiliate or affiliates of the National Education Association, approve for affiliation additional local associations.

It appeared in considering the question that there is no clear-cut authority at the present time vested in the Board of Trustees or the Executive Committee which gives that Committee the authority to decline or to refuse affiliation to any group. The Board of Directors should have authority to refuse affiliation if it should appear that some group might possibly apply that might be undesirable to this organization.

President DuShane: Are there any further remarks?

L. Frazer Banks (Alabama): I wish to offer a substitute on the amendment which is in the form of a substitute in this proposed amendment. I will read from the beginning:

A local educational association or teachers organization within a state, territory, or district may make application to affiliate with the National Education Association. All applications for affiliation shall, after thoro investigation, be subject to the approval of the Executive Committee.

Each affiliated organization shall be designated an affiliated local association. Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be $5, which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of proceedings, reports of committees, and all bulletins and announcements when issued.

Mr. Mooney: I second the motion or the amendment. I was shocked yesterday at the meeting of the Board of Directors when I learned that it was the opinion

of the parliamentarian that even our Executive Committee does not have the power to reject any application for affiliation and this amendment will, I think, accomplish it.

Mr. Banks: May I add that *Mr. Pearce* of Pennsylvania has also seconded this in writing and *Mr. Mooney* has explained definitely the purpose for this. It corrects that situation in which our Executive Committee finds itself and in which we find ourselves, and gives us this authority after thoro investigation. I believe it will remove controversial features of the amendment as printed in our Official Manual of Delegates, getting the essential feature of authority of an Executive Committee.

Mr. Pearce: Pennsylvania is willing to accept this amendment. We do hope that the house of delegates will accept it. As it is now, there is nothing which would prevent a group that might be termed undesirable from making such affiliation and the Executive Committee would have to accept that request and approve it. In our own county we have had serious difficulty because of groups which are undesirable and there would be nothing to stop them, unless this amendment went thru, from being affiliated with this organization.

Frances Kenney (Illinois): I would like to ask what the understanding of the session would be if the amendment to the amendment should be put thru?

President DuShane: If the amendment to the amendment is passed, the first amendment would remain the same, except that, as I understand it, the Executive Committee has the right to pass upon applications and reject or accept them.

Miss Kenney: Then I would like to speak on the whole proposition, because you cannot simply speak on the amendment to the amendment. I would like to speak against the whole proposition.

President DuShane: You will have to wait until the amendment to the amendment is decided. Are there any other remarks on the amendment to the amendment?

Miss Alexander: I am very interested in this amendment and I do not understand exactly what we are doing. This is the one amendment concerning which I want to be sure I know what is happening, because of our own state.

President DuShane: I shall ask the secretary to read the amendment to the amendment.

Mr. Sohl: I would say that since a substitute motion is offered, you would be voting now on what I am reading instead of what is in the book and I might say that that embodies two things. In the first place, the first part of the proposed amendment is deleted and you are only voting, in substance, on what appears on page 8, which reads, in principle, as follows: the Executive Committee would have the power, in fact, be required, to receive applications and to pass on these applications before permitting organizations to become local affiliates. It does not have a thing to do with passing thru your state organization. That part is entirely removed. It simply means to say that if a local affiliate wishes to affiliate with the National Education Association, it must make application and the Executive Committee must rule on the application. That is what *Mr. Banks* has presented and that is a substitute motion, which if adopted would eliminate the proposed amendment as it is now in the book.

(Question called for.)

President DuShane: All in favor of this amendment to the amendment indicate by saying "aye," opposed, "no." The amendment, requiring a majority vote, has passed.

We will now consider the amendment as amended and I expect we should have that reread. I am going to ask the chairman of the Committee to again read to you the motion as amended.

Mr. Sohl: This is the motion that you are now going to vote on:

> A local educational association or teachers organization within a state, territory, or district may make application to affiliate with the National Education Association. All applications for affiliation shall after thoro investigation be subject to the approval of the Executive Committee.

> Each affiliated organization shall be designated an affiliated local association. Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be $5, which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of proceedings, reports of committees, and all bulletins and announcements when issued.

President DuShane: You have now heard the amendment as amended. What is your wish? Are there any remarks? If not, all in favor of passage of this indicate by saying "aye," opposed, "no." The Chair rules that a two-thirds vote having been passed for this amendment, it is adopted.

It is getting late and the Chair wants to call your attention to one amendment (I know sooner or later we are going to adjourn) on page 10. I am going to ask the chairman to bring up the amendment shown on page 10, which has to do with the elections. If that is passed or rejected, then you are free to adjourn and go on for the rest of the day just as you see fit.

Mr. Sohl: Please turn to page 10, second proposed amendment, Rule 4 (c). This is a Standing Rule, but since no previous notice has been given, will require a two-thirds vote. Rule 4 (c), if amended, will read as follows:

> On the fourth day of the annual meeting, officers shall be elected from the candidates by the delegates to the Representative Assembly by ballot. Said ballots shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8:00 to 3:00 P.M. at such place or places as the president of the Association shall designate. The candidates for president, treasurer, member of Board of Directors from each state, territory, or district, respectively, in which the term of office expires and the eleven candidates for the office of vicepresident receiving the highest number of votes shall be declared elected. The president of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided.

I move the adoption of this Standing Rule.

(The motion was seconded, placed before the Assembly for vote. *President DuShane* called for the affirmative vote, but before calling for the opposition vote, noticed that *Mr. Blanchard* had been asking for recognition and recognized him at this time.)

Mr. Blanchard: The matter of shortening the period of voting by a full three hours is something to which we must give careful consideration. The matter has been discussed by some of us in coming to this convention, and a great many have found it impossible to attend the meetings of this organization, the Delegate Assembly on Thursday morning, the various meetings on Thursday afternoon, and get our voting done before three o'clock. It might be possible over several years to shorten the period during which the polls are open, but the original ruling in the Official Manual says the polls will be open until six. I believe we would be making a great mistake to shorten the period during which our delegates might cast their ballots.

President DuShane: I am going to requote the parliamentarian—it takes a two-thirds vote to pass—it can pass at this time.

Mr. Jones (Missouri): I would like to raise a question. Should this not be amended to include the vicepresidents since our new rule is in order?

President DuShane: That is what is being done. Are there any other remarks?

The Chair has already put the affirmative vote—the negative vote will now have to be taken—all opposed to the adoption of this amendment indicate by saying "no." Apparently, as I remember the affirmative vote, it is carried by a two-thirds vote, but just to make sure, all those in favor of this motion to amend will please indicate again by saying "aye," opposed, "no." The Chair will rule that the motion is carried by a two-thirds vote.

There are a number of other amendments in the regular order of business; unless you wish to adjourn, let us consider the next amendment.

Lillian Broderick (New York): We have adopted the second amendment on page 7; a technical question involving its application to the business of this convention is now before the president and the parliamentarian. When their ruling is made known, it may be necessary to ask for reconsideration of the matter and so I am serving notice that tomorrow that may be necessary, under the advice of the parliamentarian. Thank you.

President DuShane: That notice has been served. Now the question is before the house. Any question is before the house on these amendments.

(Motion by *Mr. Mooney,* duly seconded and carried, that the meeting recess until the following morning. Meeting then adjourned at 12:45 P.M.)

Second Business Session, Wednesday Morning, July 2, 1941

The meeting was called to order by *President DuShane* at 9:25 A.M.

President DuShane: We will open today's session with a brief period of community singing.

(Community singing followed, conducted by *Mary Donovan,* director of music, Greenwich, Connecticut.)

President DuShane: The Right Reverend Monsignor Richard J. Quinlan, diocesan supervisor of schools, Boston, will deliver the invocation.

(The invocation was given.)

President DuShane: I did not know until after the meeting yesterday that there was difficulty at times in hearing announcements from the platform. If there is any difficulty with the amplifier, I hope you will send word immediately to the stage.

The first order of business, continued from yesterday, is the continuance of consideration of amendments to our Bylaws. I will now call upon *Mr. Sohl* to continue where he left off.

Mr. Sohl: Will you turn to page 8 of the Official Manual for Delegates?

The first item is consideration of Article II, Section 6. There are two proposed amendments to this Section given on page 8, the first of which reads as follows:

> Provided, however, that the faculty of an institution of higher learning having less than 100 teachers, in which members of the student body are preparing for the profession of teaching, may affiliate as a local association of the National Education Association and shall be entitled to one delegate, if a majority of the faculty are members of the National Education Association, provided that the association has not less than twenty (20) members.

I move the adoption of this proposed addition to Section 6, Article II.

President DuShane: It has been moved that this amendment to the Bylaws be enacted. Is there a second?

(The motion was seconded by a delegate from Wisconsin.)

President DuShane: Are there any remarks?

Fred D. Cram (Iowa): It seems to me that we have set the limitation on membership here entirely too low. I would suggest, in fact I would move, that we substitute for the word "twenty" the words "one hundred percent," and for the word "members" the word "membership."

(The motion was seconded by *Archer Burnham,* Nebraska.)

President DuShane: It has been moved and seconded that the original motion

be amended. *Mr. Sohl,* will you please reread the proposed amendment, incorporating the proposed substitution?

(*Mr. Sohl* then complied with his request reading the final clause as follows: "Provided that the Association has not less than one hundred percent membership.")

President DuShane: Are there any remarks?

Harold Smith (Arizona): It appears to me that the proposed amendment to the amendment is somewhat confusing, and it is in contradictory language. I believe if we substituted the words "one hundred percent" in place of "a majority" in the fifth line, it would carry out *Mr. Cram's* intent, and make a simple amendment. I offer that only as a comment. Personally, I am in favor of changing the requirement to 100 percent, in accordance with *Mr. Cram's* suggestion.

Joseph H. Saunders (Virginia): I wish to voice opposition to the entire amendment to the Constitution. What I say now will apply both to this amendment and to the one following.

I see no reason why we should reduce the number of members required for representation in this body. There is no limitation here on the number that would be required to send a delegate to the Representative Assembly. We now have something like 1400 members in this Assembly, which makes it rather cumbersome and difficult to transact business, as we observed yesterday morning, and will probably observe again this morning.

To have no limitation upon the number of teachers required in such an institution to have representation in this delegation may mean that eventually we will double the number of delegates here, and in the amendment which follows the same proposition is involved, in which 20 members of a local association may have representation here instead of 51, as now required in the Bylaws and Charter. These small institutions can secure representation here and argue for representation thru the state association.

We make it a point in Virginia, and I talked with delegates from other states where the same thing is true, of assigning state delegates to represent those smaller groups that could not have representation here, whereas the larger groups in the cities are entitled to representation by virtue of the fact that they have more than 51 members.

I hope we will have the pleasure of defeating this proposition, and the one following.

President DuShane: Are there any further remarks on the amendment to the amendment?

Mrs. Annie Laurie McDonald (North Carolina): I would like to speak in favor of the amendment as proposed. If we are to have the cooperation of colleges all over this United States in developing professional attitudes, I think we should do whatever we can to encourage that, and the proposed amendment seems to me to do that.

President DuShane: Is there anyone else who wishes to speak on this amendment? If not, I will recognize *Mr. Cram,* who introduced the amendment to the amendment.

Mr. Cram: I hope that when this matter is put before you on the amendment you will vote it down. I wish to propose another amendment that will greatly simplify this matter and will be much better than the one I originally proposed.

President DuShane: You will now vote on the motion to amend the amendment. It will take a majority vote to approve or defeat this motion.

(Vote taken, and the motion was lost.)

President DuShane: The amendment to the amendment is defeated. I will now recognize Mr. Cram.

Mr. Cram: Mr. President, is it in order to propose an amendment to the original motion at this time?

President DuShane: Yes.

Mr. Cram: I move to amend the amendment by changing the wording as follows: substituting for the word "majority" in the fifth line three words, "one hundred percent," and placing the figures "100%" in parentheses after the word "percent."

President DuShane: You have heard the motion. Is there a second?

(Motion seconded by *Cornelia Adair,* Virginia.)

President DuShane: The question is now upon the motion to amend the amendment. Are there any further remarks? If not, all in favor of the amendment to the amendment signify by saying "aye," opposed, "no." (Result of vote not clearly definable.) I will call for a rising vote—it takes a majority vote to pass this amendment. All in favor of this amendment will please stand. Now those opposed to it will stand.

The Chair is of the opinion that the motion was lost, and so rules.

Now the question is as to the original amendment to the Bylaws, which is now before you and is debatable. *Mr. Sohl* has requested permission to speak. I now recognize *Mr. Sohl.*

Mr. Sohl: Mr. President, I move that the amendments to Article II, Section 6, on page 8, both amendment No. 1 and amendment No. 2, be tabled for a period of one year.

(The motion was duly seconded by several delegates on the floor.)

President DuShane: It is moved and seconded that the proposed amendments to Article II, Section 6, be tabled. That is not debatable. All in favor of tabling these proposed amendments signify by saying "aye," opposed, "no." The Chair believes that the "ayes" have it, and the motion is carried.

The next order of business is consideration of the next proposed amendment.

Mr. Sohl: The next proposed amendment is that given on page 9 of the Official Manual, amending Section 1 of Article VI, by deleting the entire section, which now reads as follows:

> There shall be a Committee on Bylaws and Rules which shall serve as an advisory and interpreting committee. The Committee shall consist of five members appointed by the president, as follows: In July 1935, the retiring president shall appoint two members, one to serve for three years and one to serve for four years. The incoming president shall appoint three members of this Committee: one to serve for one year; one to serve for two years; and one to serve for five years. In July 1936, and in each July thereafter, the president shall appoint one member to serve for five years. All proposed amendments to the Charter and to the Bylaws shall be referred to this Committee for comment. This Committee shall be responsible for recommending and presenting rules of procedure to the Representative Assembly from year to year. This Committee may render decisions on any points referred to it by the Executive Committee, the executive secretary, or the president of the Association.

President DuShane: It has not been moved that this amendment be proposed. Is there such a motion?

W. B. Mooney (Colorado): I move that consideration of the proposed amendment to Article VI, Section 1, of the Bylaws, and the proposed amendment pertaining to Rule 8, on the same page of the Official Manual, be postponed indefinitely.

(Motion seconded by *H. E. Gayman,* Pennsylvania.)

President DuShane: I do not believe you can include two proposals in one motion. *Mr. Mooney,* if you will confine your motion——

Mr. Mooney: I move that consideration of the proposal to amend Article VI, Section 1, be postponed indefinitely.

(Motion duly seconded by *Mr. Gayman.*)

President DuShane: The question before you is on the indefinite postponement of consideration of this proposed amendment. All in favor signify by saying "aye," opposed, "no." The motion is carried.

The next order of business is consideration of the next proposal.

Mr. Mooney: I now move that the proposal to amend Rule 8, appearing on the same page of the Official Manual, be indefinitely postponed.

(The motion was duly seconded by *Mr. Gayman.*)

President DuShane: I am going to ask the chairman to read that proposal, so you will know what you are voting on, even tho the motion is not debatable.

Mr. Sohl then read the following proposed amendment to Rule 8 of the Standing Rules which would delete the entire Rule. Rule 8 now reads:

> The Board of Directors shall appoint at its annual meeting a Budget Committee for the ensuing year whose duty it shall be to prepare and present a budget to the Board of Directors at its next meeting. The Budget Committee shall have authority to secure the support of the Auditing Committee in preparing this budget.

President DuShane: You have heard the motion. All in favor indicate by saying "aye." All opposed to the postponement will indicate by saying "no." The "ayes" have it, and consideration of this amendment is indefinitely postponed.

Mr. Sohl: The next item of business for consideration is the proposed amendment to Article XI, which appears on page 9 of the Official Manual. Amend by adding Section 4, as follows:

> Provided that any officer or official group shall not recommend the passage or defeat of any amendment or other item of business before the Representative Assembly unless they submit a statement of reasons both pro and con prepared in cooperation with the sponsors of the motion. Such statements shall be printed in the Official Manual for the guidance of delegates.

President DuShane: Is there a motion?

Francis Tolles (Washington): I move that this amendment be approved.

(The motion was duly seconded by a delegate.)

President DuShane: It is moved and seconded that this proposed amendment be adopted. The matter is before you for consideration.

Robert Doe (Hawaii): It seems to me, *Mr. President,* that if the proposed amendment is adopted as set forth in the Manual it will greatly slow down our consideration. It says that a "statement of reasons, both pro and con, be prepared in cooperation with the sponsors of the motion. Such statements shall be printed in the Official Manual for the guidance of delegates." That means if anyone makes a motion on any item of business before the Representative Assembly, he must get together with the sponsors, prepare a written statement, and submit it.

This Representative Assembly is slowing up in its transaction of business anyway, without slowing matters down in this manner. We would have to be here a week or ten days or more if this amendment is passed. I recommend its defeat.

Harold Smith: I have the responsibility of passing on to you the result of the thinking of the Board of Directors on this particular proposed amendment. You understand, of course, that the Board of Directors, in offering any opinion, is doing so only for your kind consideration; the final decision is yours.

In the discussion of this proposed amendment, the fact was brought out that it would be physically impossible for anyone—any officer, that is, or any group—to discuss any of these amendments and offer any opinion or statement for or against them, in keeping with the provisions of this proposed amendment, unless we might meet at least two or three weeks prior to the time of this convention. This is the Official Manual in my hand, and how can we meet here on Monday and debate these things and have the results of our conclusions printed in this Manual for discussion Tuesday morning?

In effect, this amendment, if enforced, would make it impossible for any officer of the Association, or for any group, to make a recommendation or statement for or against any proposed amendment. It appears to be wholly unworkable, and I therefore move that it be indefinitely tabled.

(The motion was duly seconded by a delegate.)

President DuShane: The motion has been made and seconded that the proposed amendment to Article XI be tabled. This is not debatable. All in favor please signify by the usual "aye," opposed, "no." The Chair rules that the motion is tabled.

There is one other consideration of amendments before you, and I now recognize *Mr. Sohl.*

Mr. Sohl: Will you turn to page 10 in the Official Manual for delegates. It is proposed that Article III, Section 5 (b), be amended to read as follows:

> At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years, and two members of the Executive Committee for one year.

The chairman of the Rules Committee would like to make this explanation; that has been done for a good many years, and the only purpose of this amendment is to clarify the language. We are not doing anything new; we are simply continuing to elect two members of the Executive Committee.

Since notice was not given a year ago, this will require unanimous action.

President DuShane: Is there a motion to adopt this amendment?

Ross B. Rowen (Wisconsin): I move the adoption of this amendment.

(Motion duly seconded by a delegate.)

Mr. Mooney: Does this mean that if we do not adopt this unanimously, the Representative Assembly will have to continue to elect three members of the Executive Committee?

Mr. Sohl: No, sir. It simply means that it is already provided for, that the Board of Directors elect two members to the Executive Committee.

Mr. Mooney: How will it affect the Representative Assembly?

Mr. Sohl: It will not affect the Representative Assembly one way or another.

Mr. Mooney: I move that it be indefinitely postponed.

(The motion was duly seconded by a delegate.)

President DuShane: A motion for indefinite postponement is before you. It is not debatable, and a majority vote is necessary. All in favor please signify by saying "aye," those opposed by saying "no." The motion to postpone is defeated.

We are now considering this proposal. Are there any further remarks? The question is on the original motion. All in favor of adopting this amendment will so indicate by saying "aye," opposed, "no." The Chair rules that the amendment has been adopted.

There being no further amendments, we will now refer to the regular order of business.

Frances Jelinek (Wisconsin): I believe that the last amendment had to be adopted, if adopted, by unanimous consent.

President DuShane: Do you mean the vote upon this last motion?

Miss Jelinek: Was that not stated when the amendment was proposed?

President DuShane: Thank you for calling my attention to it. Since adoption of this amendment requires unanimous consent, the Chair will have to rule that the motion is lost.

Miss Samuelson of Iowa has asked for recognition.

Agnes Samuelson (Iowa): I move the Standing Rules of the National Education Association be amended wherever necessary in order to conform to the amendments to the Bylaws passed at the 1941 Boston convention.

(Motion was seconded by *Mr. Sohl.*)

President DuShane: You have heard the motion. Are there any remarks? (No response.) All in favor signify by saying "aye," opposed, "no." The motion is carried.

We will now return to the regular order of business, which consists of reports and discussions from yesterday's procedure. I think the plan for this morning should be instructive and should give each delegate a better working knowledge of the National Education Association and its processes. I want to ask the speakers who make their remarks to make them brief and pertinent, so that we will not have to have a long, written report to get the essential matters.

The first report will be made by *Secretary Givens,* in the absence of *Dean Pechstein.*

(*Secretary Givens* supplemented the report on page 937 of this volume as follows:)

Secretary Givens: Because of his work at the summer session at the University of Cincinnati, *Dean Pechstein* could not be here this morning, and asked me to give you this brief report from the National Council of Education:

> The report as printed is full and accurate. The National Council of Education, with its roll filled by 200 experts in education, is ready to consider quickly and objectively such major and significant questions as this Assembly or the Board or Executive Committee may refer to its Council for study and recommendation.

I move the approval of this report.

(Motion seconded by *Rush M. Caldwell,* Texas.)

President DuShane: It has been moved and seconded that the report be approved. Are there any remarks? (No response.) All in favor signify by saying "aye," opposed, "no." The motion is carried.

The next report is that of the Committee on Induction into Citizenship. *Hugh S. Bonar,* superintendent of schools, Manitowoc, Wisconsin, is chairman of that committee, and will make the report.

(*Mr. Bonar* supplemented the report on page 924 of this volume as follows:)

Mr. Bonar: The "new vote" movement grew out of the rather terrifying and devastating challenges that democratic institutions have been receiving in recent years. It was organized in a thoroly educational setup. A group of adult citizens studying modern problems in municipal government raised the question, recognizing that people around the world were losing this characteristic of government—the vote of the people—in nation after nation: "What can we do here in America to safeguard and strengthen this characteristic of democratic government?" Out of the discussion of that question, this community in the Middlewest organized a countywide program for that purpose. The program has two phases: the preparation phase and the recognition phase.

The National Education Association, at the San Francisco convention in 1939, recognizing the educational implications in this movement, decided to sponsor the extension of it to the United States. During the first year your Committee sought Congressional recognition of the movement, and succeeded in getting a joint resolution thru Congress, recognizing the new movement. That resolution calls for a Presidential proclamation setting aside a certain Sunday in May each year for the observation of induction ceremonies. The President has issued such a proclamation for the last two years. During that first year, the movement was extended to half the states in the nation. This year, two special features of the work of the Committee included the preparation of *The American Citizens Handbook,* largely under the direction of *Joy Elmer Morgan,* editor of our *Journal;* and the plan carried out in a nationwide radio broadcast on May 18 of this year, in which the Vice-president, representing the executive department of the government, the Speaker of the House, and *Justice Miller* of the District Court of Appeals in the District of Columbia, representing the judicial department of the government, participated.

The movement has extended to more states. The President said thousands of communities had induction ceremonies this year. We get enthusiastic reports, and we likewise get discouraging reports. We need to issue a warning against superficialities in preparing these programs thruout the country. There are great potentialities for good in strengthening democratic institutions thru this method of better preparing our new voters, but there are also great dangers. The dangers lie in well-meaning organizations becoming the sponsors of this movement and then finally trying to profit because they are the sponsors. That is why the Committee feels that this movement must be kept under the auspices of the educational authorities in the individual states, and therefore recommends that the Committee be made permanent in this organization, because of the annual need to better prepare new voters and to recognize new voters.

The Committee also recommends that it be known as "The New Voters Prepara-

tion and Recognition Committee," which more truly will represent what the Committee is and what it is doing.

President DuShane: What action do you wish to take on this report?

Mr. Rowen: I move the acceptance of the report.

(The motion was duly seconded by a delegate, vote was taken, and the motion was carried.)

President DuShane: The next report is that of the Committee on Tax Education, and will be presented by *J. R. Mahoney,* chairman of that Committee.

(*Mr. Mahoney* supplemented the report on page 926 of this volume as follows:)

Mr. Mahoney: I am going to take advantage of the fact that a report of the activities of this Committee is already in your hands.

I would like, however, to call your attention to what we feel is an approaching crisis in the field of school finances in this country. There are a number of factors contributing to this. In the first place, the tremendous increase in expenditures and the national debt for our defense program will undoubtedly force a rearrangement in our tax system of fundamental nature that may so vitally affect the schools of this country as to bring us to a situation such as we probably have not faced before. For this reason, it seems to the Committee that resources of the National Education Association and all other agencies should be dedicated to the study and proper intelligent handling of this important problem.

Regardless of all the developments in school finances in the last quarter of the century, many of which have had as their objective getting away from general property tax as a basis of school support, the fact still remains that that still furnishes most of the revenue of the schools of the nation and this, from a number of points of view, is one of the crudest of all the features of our modern organization. Anyone who will study the nature of assessments in our property tax setup will have to admit that it is still extremely crude and not representative of intelligent action on the part of an informed public.

Until there are fundamental requirements in the system of assessment of property in the country, the schools will continue to suffer, partly because of this fact and faulty administration. There have been a number of tremendous drives to eliminate property tax as a source of school support. Some of these have come in the nature of homestead exemptions, tax limitations, and new forces which have been organized.

This winter we met with a determined effort on the part of the great national organization to impose various tax limitations in the rest of the states. In those states where a program has been worked out of using other types of taxes, a great deal of improvement has taken place; but the fact that the federal government is instituting these alternative methods of taxation is going to make it more difficult for us to turn back directly. We feel that that should become a project of great increment over the next period of time. The resources available for this Committee to do this important job are not adequate, and I was happy, when our president reported the project for the formation of a National Commission for the Defense of Democracy, to note a number of the features of the work of the Committee on Tax Education in the statement of that project. We are hoping that there will be sufficient resources for that agency, or some other agency, to actually attack this problem of school finances and their fundamental sources. Until the teachers of the country awake to this situation, we will find ourselves in a critical condition, and many of us will suffer damage from which it will be hard to recover.

President DuShane: You have heard the report of this Committee. What action do you wish to take?

Abraham Lefkowitz (New York): I think the report of this Committee does not stress the one big factor that is essential, namely, that money must be appropriated. Many times the amount that has been appropriated to do the essential job that awaits being done—

President DuShane (interrupting): Will you make a motion first?

Mr. Lefkowitz: I move that the report of the Committee be adopted, and that the

Executive Committee set aside at least $10,000 for research for the bureau. Then I will discuss it.

(Motion duly seconded by a delegate.)

President DuShane: I think it would be well to divide your motion. The other suggestion could be covered in a separate motion at some other time.

Mr. Lefkowitz: If you like, I will divide it and make the other as a secondary motion.

President DuShane: The question is on the adoption of the report as given.

(The motion was duly seconded, placed before the Assembly, and carried unanimously.)

Mr. Lefkowitz: I move that $10,000 be set aside for the research work of the Committee. After the motion is seconded I will explain.

(The motion was duly seconded by a delegate.)

President DuShane: You have heard the motion. It has been suggested that perhaps the procedure should be to refer that motion to the Budget Committee. I am not making any ruling.

Mr. Lefkowitz: I recall a similar procedure which tended to delay an effective tenure fight thruout the country, and I resent it very much.

First of all, the biggest problem that faces us is that of finances. The enemies of financing education have organized on a tremendous scale. They have a large sum at their disposal, and they have organized thruout the country research bureaus, presumably nonpartisan and representing the citizens. In reality, they are thoroly partisan and represent only one group—the budget cutters, who are determined to confine education to the "three R's."

Let us not kid ourselves any longer. These people are working on a nationwide basis. They have power and publicize the work of their organization, distributing it free of charge. In the state of New York they must have spent at least $1,000,000 trying to cut the educational budget, and as *Mr. Mahoney* stated, this attack is being made under various guises. First, they are using national defense and the American flag as a basis for cutting state budgets, and especially the funds earmarked for education. Second, there is a nationwide campaign for constitutional debt limitation, as well as constitutional tax limitation. Third, there is a nationwide campaign to curtail state aid and to reduce the division of sharing taxes for the benefit of localities. All these, and more, have but one basic objective, and that is to cripple education. I think it is about time we united our resources and fought back as intelligently as they are fighting the schools.

Mr. Burnham: The gentleman from New York made a great talk, but "he ain't seen nothing yet!" I am from Nebraska, the white spot of the nation, where the "leads" for a lot of this material come from. I am heartily in favor of what he has to say, but I hope that this motion does not pass, because this is not the time and the place for the Delegate Assembly to dictate to the Executive Committee what it shall do. I am glad he panned the Executive Committee and stirred the members up to do something about it, but I think we ought to vote this down. Let the members of the Executive Committee do what they, in their broader vision, can see ought to be done.

Kate Frank (Oklahoma): We should consider the creation of a commission to take care of the things that the gentleman from New York is pleading for, a new commission for the defense of American education. The major objective, as I understand it, of that new commission covers the very thing that *Mr. Lefkowitz* mentioned. Would it not be appropriate to consider this proposition tomorrow, when the new commission is to be considered, and there is a proposed amount of money set aside for the work of the new commission?

President DuShane: Is that a question, or a suggestion that the matter be considered later?

Johanna M. Lindlof (New York): I cannot understand why a body of delegates representing the teachers of the nation assembled here to transact important business should not have the power and the right to express their opinion upon a motion

such as that made by *Mr. Lefkowitz.* I think it is about time that we put ourselves on record as willing to spend some of our money to continue education, and to extend its benefits to all the children of America. Why should we, this body which gives power to every committee, have to refer this to the Executive Committee? Why should not this group say whether or not we believe that the money should be expended?

I think this motion should carry. Are we afraid to say we should spend the money for this particular thing? The classroom teachers of America support the National Education Association, and I am sure that the classroom teachers of America realize that money must be spent for the specific objective of finding new sources of revenue, so that we will not continually be met with the answer, "We would love to help, but there is no money," "Our tax budget is limited," and other remarks of that sort, making it impossible to get the money which is needed, even when it is conceded that it is needed.

I hope this body will go on record favoring the motion to appropriate $10,000, or even more if it should be needed, for this particular objective.

Miss Jelinek: I thoroly agree with *Mrs. Lindlof, Miss Frank,* and *Mr. Lefkowitz,* but I believe that since the proposed commission on defense of education will be considered tomorrow, it would be better to postpone this motion.

I move that this be made the first order of business tomorrow morning, after the subject of the proposed commission on defense of education is taken care of.

President DuShane: You have heard the motion; is there a second?

Mr. Lefkowitz: If that motion implies that the proposition I made will become an essential part of that discussion, in order that this body may go on record and appoint a committee with power financially, on a large scale, to defend the schools of the nation against a totally unwarranted attack, I will be glad to second it.

President DuShane: Does the second ask a question of *Miss Jelinek?* I will call upon her to answer.

Miss Jelinek: That is exactly what I mean, that tomorrow, after we have considered the proposed defense commission, we take this question up immediately.

President DuShane: In view of that information, does the second now second the motion?

Mr. Lefkowitz: Yes.

President DuShane: The question before you is to make this a special order of business immediately after consideration of the proposal to have a commission on defense of American education. I have just been informed that the motion should state a definite time, but I believe that is definite enough, because it is my duty, as presiding officer, to bring that matter up immediately after consideration of the defense commission matter.

(The motion was placed before the Assembly, and carried.)

President DuShane: It is now a special order of business for tomorrow.

The next report is that of the Committee on Academic Freedom, which will be given by *William S. Taylor* of the University of Kentucky, who is chairman of that Committee.

(*Mr. Taylor* supplemented the report on page 912 of this volume as follows:)

Mr. Taylor: Last year in Milwaukee the Committee on Academic Freedom reported to you on the method that it planned to use for procuring data to aid in the revision of the statement of Principles of Academic Freedom. You will recall that an Advisory Committee was set up, with members in every state and territory of the Union, and that institutions and organizations interested in academic freedom would be requested to help in rewriting the statement of Principles of Academic Freedom.

I am glad to tell you that the response to the letters that went out to more than 1100 of these organizations, institutions, and individuals was a good one, and the statement was revised in the light of the suggestions received from the people and organizations that were represented.

It is hard to prepare any statement that will be wholly satisfactory to every one

of the 200,000 members of our profession. The Committee worked hard, however, to prepare a statement which it felt would be adequate, and we hope that you will feel it is adequate. In order that you might have time to study it, we mailed copies to everyone on the Advisory Committee, and asked the state journals of education to publish the statement. It was also published in full in the *Journal of the National Education Association.* We had good cooperation from the state secretaries and from the state editors, and we hope that you had a chance to read the statement in full.

One suggestion came to us recently which seemed so worthwhile that we are bringing it to your attention. The statement is printed on pages 62 to 65 of the Official Manual in full, and if you will turn to page 65 you will see a sentence beginning on line three, as follows: "In particular, the exercise of a teacher's rights as citizen should not interfere with the proper discharge of his duties to his school." It is suggested that the following words be added to that sentence: "or be inconsistent with his position as a public employee."

The Committee wishes to express its appreciation to all of you who sent in suggestions. We are sure that a report of this kind will need to be modified as the years go by, and we are equally sure that the Committee on Academic Freedom, whatever its personnel may be, will be glad to have your suggestions for the modification of the report. It would be difficult to prepare a report that would be lasting, and this Committee and future committees will be glad to have your suggestions for revision as time goes on.

Mr. Chairman, the report is before you.

President DuShane: What does this body wish to do with this report?

L. Frazer Banks (Alabama): I move that the report be accepted.

(Motion duly seconded, placed before the Assembly, and carried.)

President DuShane: The next report is that of the Committee on Supply, Preparation, and Certification of Teachers. *Mr. Jaggers,* chairman of the Committee, has asked that his report be postponed until tomorrow, or later in the order of business. If there are no objections, that request will be complied with.

The next report is that of the Commission on Education and Resources. The chairman of that Commission is not present, and I am going to ask *Secretary Givens* to report for that Commission.

(*Secretary Givens* supplemented the report on page 934 of this volume as follows:)

Secretary Givens: Mr. Hanna is unable to be here, because of his duties at the summer session, and has asked me to give this brief report.

This Commission was organized by the National Education Association and the Progressive Education Association jointly more than a year ago. It has had workshops for teachers in the field of resources and planning at the University of Washington, at Reed College in Portland, at Peabody College, the University of Tennessee, and the University of Kentucky.

I am happy to report that *Mr. Hanna,* who has a year's sabbatical leave from Stanford University next year, will spend that year as a consultant to the National Resources Planning Board in Washington, which means that he will be able to bring to schools and to youth more of this valuable material, both in the fields of natural resources and human resources, and tie the work of the schools more closely in with the whole resources picture of our country.

The only request *Mr. Hanna* makes is that the personnel of the Commission be continued, and that you give support to this work wherever you can.

Mr. President, I move approval of the report.

(Motion duly seconded, placed before the Assembly, and carried.)

President DuShane: The next report is that of the Joint Committee of the National Education Association and the National Congress of Parents and Teachers. This report will be made by *Agnes Samuelson.*

(*Miss Samuelson* supplemented the report on page 932 of this volume as follows:)

Agnes Samuelson (Iowa): The Joint Committee of the National Education Association and the National Congress of Parents and Teachers believes that we are

entering upon a period when the fullest understanding of the functions of the schools in our democracy and an unswerving resolve that they shall be perpetuated and improved are imperative. It is concerned about the difficulties which face education and the need of organizing better understanding and support for the schools right now.

In order to determine the common areas in which both organizations might pool their efforts in interpreting and popularizing the educational program, we canvassed the pronouncements of the National Education Association and the National Congress of Parents and Teachers for the last five years. We found parallel passages on most major topics dealing with our educational system and its underlying philosophy. Here are two agencies representing the home and the school with similar objectives, which should strive with complete rapport to see clearly, plan purposefully, and work actively for the upbuilding and maintenance of American public schools thru a program of joint action.

To this end the committee makes these proposals:

1. That the slogan "home and school cooperation" be taken from the realm of academic discussion and translated into a positive workable program by which teachers and parents may meet on a basis of common respect and understanding, the better to function as democratic guides and mentors of American children.

2. That each organization allow the other complete use of its materials for presentation to its membership in the manner it believes best; that national, state, and local publications of each carry in every issue some well-prepared material from the program of the other; that each regularly interpret for its membership some outstanding work of the other, as the *National Parent-Teacher* has done for the reports of the Educational Policies Commission.

3. That the two organizations jointly provide well-informed, competent speakers available on call to business and civic organizations to address them on the function and objectives of the American educational system and its relation to public well-being.

4. That the two organizations prepare a list of available films, or make them available to interested groups, that are suitable for use in local theaters or that may be used by discussion groups to disseminate authentic information about schools, their methods, their place in the community, and the results that good schools produce.

5. That the two organizations jointly prepare for publication in widely circulated periodicals well-written articles, employing professional writers if necessary, which will supplant in the mind of the reading public the doubts cast upon educational procedures by articles which have appeared recently. The public believes in its schools, but it needs authentic information and occasional reassurance.

6. That the two organizations make it a consistent practice to recognize and commend by letters to the publisher, and if possible to the author, any outstanding current material that presents in good form, by word or picture, the story of American schools and their achievements in producing American citizens.

Mr. President, I move the adoption of this report.

(Motion duly seconded, placed before the Assembly, and carried.)

President DuShane: The next report on our schedule is that of the Joint Committee of the National Education Association and the American Teachers Association. However, the chairman of that Committee has requested that this report be postponed, so with your consent it will be deferred for the time being.

The next order of business will be found on page 15 of the program, which is a continuation of reports. The Educational Policies Commission of this body will be reported upon by *William G. Carr,* secretary of the Commission.

(*Mr. Carr* supplemented the report on page 933 of this volume as follows:)

Mr. Carr: In the absence of the chairman of the Commission, *Superintendent Stoddard* of Philadelphia, I am glad to make a brief report on the activities of the Commission during the year just closed, and on some of the plans for the immediate future.

The Educational Policies Commission consists of twenty people, appointed by joint action of the Executive Committees of the National Education Association and the American Association of School Administrators. The Commission is now operating on a four-year plan, beginning January 1, 1941, and is jointly financed by the two sponsoring organizations and by subsidy from the General Education Board.

The activities of the Commission during the past year included:

1. A special meeting in July, about the time the limited national emergency became evident, for the purpose of drafting a statement of policy for the schools of America with reference to their relationship to the defense program. At this special meeting of the Commission a report was prepared and approved, entitled *Education and the Defense of American Democracy,* which discussed the ways in which the schools could contribute to the military defense of the country, the economic defense of the country, and above all, to the moral, spiritual, or ethical defense of the country.

As a result of the publication of this volume, and of other forces, defense councils have been organized in many of the states, led, I believe, by Kansas, as far as the participation of educators in the defense council groups is concerned. The volume to which I refer has also been translated into Spanish, thru the cordial cooperation of the Puerto Rican school system, and has been distributed to Spanish-speaking people thruout this hemisphere.

2. The second important project of the Commission which has been brought to a conclusion this year is a study of citizenship education in secondary schools.

About two years ago six staff members visited ninety first-rate American high schools to see what they were doing in the way of citizenship education. The results of their observations, and the Commission's comment on those observations, were published during the year in a report entitled *Learning the Ways of Democracy.* This volume has been featured in a number of lay magazines, including *Life, Country Gentleman,* in the official organ of the United States Chamber of Commerce, and by other agencies. Another way we followed up this particular study of citizenship education was a series of twenty-nine regional conferences. I see in the audience many people who attended one or more of those conferences, consisting of approximately two-thirds educators and one-third laymen, for the consideration of ways and means in which our schools can improve their contribution to effective citizenship.

One of the byproducts of these conferences which is of no small import is the education of a considerable number of laymen as to what the schools really were doing with reference to the promotion of good citizenship. In addition to this byproduct, the Commission has published a series of six pamphlets, containing teaching materials on the defense program, and has in preparation a series of articles in the *Journal of the National Education Association* for the coming year, designed to translate its recommendations into concrete terms for application in the classroom.

During the year the Commission also published *The Education of Free Men in American Democracy,* a citizenship thesis of five years of study by the Commission. In that volume, in eloquent and moving language, against the rising tide of despotism which is crawling across the world, the Commission traces the loyalties, knowledge, and discipline that free men should have. The response to this volume, in the few weeks that it has been published, has been remarkable. The Commission has received a special subsidy of $5000 from the General Education Board to secure the widest possible reading of this volume among the lay public, and plans are now under way for making that money go as far as possible.

I want to tell you about the future of the Commission. The Commission met for a four-day meeting in Pennsylvania and outlined the following program of action for the immediate future: A statement is in progress, and almost ready to be published, on the relation of the public schools to the new federal agencies, such as the NYA and the CCC. The Commission will probably adopt, in the fall, a state-

ment on the relation of education, particularly adult education, to the formation of national morale. The Commission also has under way more extensive studies on the relation of public and private schools, on the relation of schools and communities, and a statement on the post-war adjustments in the field of education.

As in the past, the Commission will continue to regard itself in a measure as a representative group, and will be glad to receive the comments, suggestions, and cooperation of teachers everywhere.

President DuShane: You have heard the report of the Educational Policies Commission. What do you wish to do with it? Do I hear a motion?

John R. Rushing (Washington): I move that the report be accepted.

(Motion was seconded by several delegates, placed before the Assembly, and carried.)

President DuShane: With your consent, *Mr. Sohl* has two announcements to make.

Mr. Sohl: I wish to call your attention to the fact that all proposals to amend the Bylaws or Rules in 1942 must be handed in to the Committee on Bylaws and Rules not later than the close of today's session—that is, this session.

Another thing—the last item of business on today's agenda of the Representative Assembly will be that of unfinished business.

President DuShane: The next report will be that of the Legislative Commission. This report will be made by *J. A. Wells* of Atlanta, Georgia.

(*Mr. Wells* supplemented the report on page 935 of this volume as follows:)

Mr. Wells: We think the report of the Legislative Commission is one of the most important reports coming before the Representative Assembly.

The chief activities of the Legislative Commission during 1940-41 have been in connection with federal aid for education. During the past two years the Commission worked actively in support of S. 1305, known as the Harrison-Thomas Bill, based on the recommendations of the President's Advisory Committee on Education. After a favorable report on S. 1305 was made by the Senate Committee on Education and Labor, no further action was taken by the Seventy-Sixth Congress, and the bill died on the Senate calendar and in the House Committee on the adjournment of the Seventy-Sixth Congress.

Recently, circumstances have arisen making necessary a reconsideration of the whole question of federal assistance to the states for public education. There is an urgent need for public-school facilities in the areas of defense industries and activities. Unless federal funds are made available for this purpose by September 1, 1941, there will be at least 265,000 children in those areas without school facilities. The minimum amount requested for this purpose is $115,000,000.

Recent federal court decisions interpreting the Fourteenth Amendment to the Constitution of the United States as affecting equal rights to education by minority racial groups have made it imperative that the states maintaining separate schools for separate races obtain funds for the payment of equal salaries to teachers with equal responsibilities and qualifications. An initial amount of $50,000,000 annually seems to be necessary to meet the requirements for equal salaries and for beginning the equalization of educational opportunities in other respects.

In addition to these two immediate needs for federal aid to lessen inequalities of educational opportunities among and within the states, there is also a need for federal funds to provide for the children of federal employees living on federal reservations. Recent investigations also show that there are at least 1,000,000 children of migratory workers who are in need of public-school facilities.

Your Commission, after holding two meetings of representatives of more than thirty national organizations interested in federal aid, drafted a bill to cover the needs enumerated previously. This bill, S. 1313—to provide $300,000,000 annually to the states for the purposes stated previously—was introduced in the United States Senate on April 7, 1941, by *Senator E. D. Thomas* of Utah and *Senator Pat Harrison* of Mississippi. Hearings were held on April 28, 29, and 30 before the Senate Committee on Education and Labor. We expected the bill to be reported favorably by the Committee last week, but the death of *Senator Harrison,* one of

the authors, has deferred the report of the Committee temporarily. We expect the report and favorable action by the Senate within the next few weeks. There seems to be a good chance for its passage in the Senate without much delay.

The Executive Committee of the Legislative Commission respectfully submits the following recommendations:

1. That the resolutions of the Association favoring increased federal participation in the support of public education without control of educational policies of the states be reaffirmed, and that S. 1313 be specifically endorsed.

2. That the Legislative Commission be instructed to continue its active support of S. 1313.

3. That the Representative Assembly urge state and local associations and lay organizations to conduct an active campaign in behalf of S. 1313 and utilize every legitimate means to see that the members of the House of Representatives and the Senate of the United States Congress be fully informed concerning the needs for federal aid for education and the merits of S. 1313.

4. That an active campaign for increased membership in the National Education Association be conducted in every state to help finance the work necessary to secure the enactment of federal aid legislation.

I move the acceptance of the report.

President DuShane: You have heard the report of the Legislative Commission and the motion to accept. Is there a second?

(Motion was seconded by *C. V. Snapp,* Kentucky.)

Mrs. Lindlof: I hope that the vote on this motion will not end action on this report. It seems to me that this federal aid bill for education should enlist the active support of every teacher in our nation, because the lack of education in any specific area is not felt only in that area but all over the United States. People without educational facilities in certain areas, if they are able to get away, do get away and go to the places where they can get some education, so if you are in one of the privileged areas do not think that you ought not to support this bill. It is to your interest, as well as to the interest of the underprivileged areas, that they get federal aid.

For the main reason and purpose of having the kind of children in America who will support democracy, we must have this federal aid for those communities which cannot themselves give adequate support to education. I hope that you will get out and work to have this bill go thru Congress and be approved by the President. We have talked about it long enough. Let us have action!

President DuShane: Are there any further remarks?

Mary I. Perkins (Massachusetts): Is it in order to have changes in the recommendations?

President DuShane: These reports are made to the Representative Assembly, and the Representative Assembly can take any action it wants in regard to specific recommendations.

Miss Perkins: I move the following changes in the recommendations: (a) to remain as it is until after the word "reaffirm," and delete the phrase "and that S. 1313 be specifically endorsed"; (b) eliminate this recommendation entirely; (c) change to read as follows: "That the Representative Assembly urge state and local educational associations and lay organizations to conduct an active campaign in behalf of federal aid for education, and that they cooperate in every way with the Commission in framing a new bill which will eliminate the objections to S. 1313." (*Miss Perkins* was then asked to come to the platform by *President DuShane,* and reread her entire proposal, which she did.)

President DuShane: You have heard the motion to amend the recommendations of the Commission. Do I hear a second? (No response.) Failing to hear a second, I declare the motion lost.

The question is up on the original motion to accept the report. Are there any further remarks? Hearing none, all in favor of accepting the report of the Commission will signify by saying "aye," opposed, "no." The motion is carried.

I shall next call for the report of the Joint Committee of the National Education Association and the American Library Association, to be made by *S. M. Stouffer* of Wilmington, Delaware.

(*Mr. Stouffer* then read the report. See page 928 of this volume.)

Mr. Stouffer: Mr. Chairman, I move the adoption of this report.

(Motion duly seconded, placed before the Assembly, and carried.)

President DuShane: The next report is that of the National Council on Teacher Retirement, which will be given by *Mildred Medinger* of Baltimore, Maryland, chairman.

(*Miss Medinger* supplemented the report on page 938 of this volume as follows:)

Miss Medinger: The National Council on Teacher Retirement continues its aims for a close relationship among administrative officers and employees of established retirement systems by the discussion of common problems and the mutual assisting of one another in the handling of those problems; for the maintaining of sound, solvent, and adequate plans; and for the aiding of teachers not now covered by any retirement plan.

At the annual meeting held in February the subjects discussed included the declined return on invested funds, the gradual lengthening of life and its effect upon mortality tables, the Social Security Act and its implications in respect to teachers covered by established funds and to teachers not yet included under any retirement plan or under a well-organized plan.

Two motions were approved by the Council at that meeting: (1) to oppose any amendment or act which will include public-school employees in the national Social Security Act; (2) to request the National Education Association for an appropriation of $5000 to carry out the work of the joint committee appointed by the National Education Association and the National Council to spread retirement information in those states where there are no retirement systems. The joint committee was established by a resolution adopted by the Representative Assembly at Milwaukee last year.

President DuShane: What do you wish to do with this report?

Ira D. Lucal (Ohio): I move the report be adopted.

(The motion was duly seconded by a delegate.)

Mrs. Lindlof: I would like to ask a question. I believe that at the last convention either the request was made, or a motion passed, that a sum of, I think, $10,000 would be allotted for the purpose of promoting retirement systems in the states where there are none. I would like to know whether or not that money was appropriated for that purpose.

President DuShane: The report of the Budget Committee has not come before this group, and I have not seen a copy of that Committee's report.

Mrs. Lindlof: I mean for this year. I think there was a resolution in regard to the appropriation of a definite sum to be used for the promotion of the retirement question at the last meeting, and I would like to know whether or not any money was appropriated. That should have been done last year.

President DuShane: Secretary Givens can answer as to what is in the budget report.

Secretary Givens: On your question, the regular appropriation of $400 was made to the National Council on Teacher Retirement. A committee was appointed, in accordance with the recommendation of last year, consisting of three people from the National Education Association and three from the National Council. A meeting was held, and their expenses were paid. That was the total of the amount involved during the past year. Of course our Research Division spent considerable money and time working on it this year.

Mrs. Lindlof: I think it is right that we have a Research Division finding the facts for us, but the important thing for the teachers involved, in those states and places where there are no retirement systems, is to work out a plan whereby you will have retirement systems established in the different states. On the one hand, they are opposing the national Social Security Act applying to teachers, and on

the other hand they are doing nothing to give them something when they are too old to work effectively as teachers.

What is the use for the Committee to request the National Education Association to give them an appropriation of $5000 in its report, if we just accept the report and give them nothing? I would like to see us take some action that would actually do something for the teachers!

Mr. Lefkowitz: I would like to amend No. 1 to read as follows: "To oppose any amendment or any act which will include public-school employees in the national Social Security Act, if they are now under local or state pension systems." I make that suggestion in the form of a motion, and if it receives a second I will state my reasons.

(The motion was seconded by *Mrs. Lindlof.*)

Mr. Lefkowitz: As that now reads, it simply means a reaffirmation of a policy last year which was sound then, but is wholly unsound and unfair to the teachers today. The bill as originally introduced, and *Senator Wagner* so admitted, would have practically eliminated the sound pension systems which we secured after much effort. However, at the request of our group and other groups, *Senator Wagner* agreed to amend his bill to provide that it did not include those teachers who have adequate protection under state or local retirement systems.

If you pass No. 1 unamended, as I have tried to amend it, you refuse to give to the teachers of the nation who have not the pleasure, enjoyment, and protection of a retirement system the protection they would get under the national Social Security Act. A pension of $60, $70, or $80 a month under the Act is better than no pension at all. Those of us, like my colleagues and myself, who are blessed with an actuarially sound pension system, and who get many times what we would get under the national Social Security Act, do not want to be under it, but we do not take the dog-in-the-manger attitude. We have protection, but 80 percent of the teachers have not; and we want them to get protection under the Social Security Act until they can get a better local or state system. I hope my amendment will be adopted.

President DuShane: The amendment is now before you.

Mrs. D. Edna Chamberlain (Oklahoma): We do appreciate this help. We know what it is not to have this pension system. Further, may we plead that the Representative Assembly vote "yes" on this amendment.

President DuShane: Are you ready for the question? The question is on *Mr. Lefkowitz'* amendment. Perhaps we had better wait until it is reduced to writing. While he is preparing his written amendment, I think some people from Colorado wish to appear before the convention, so with your consent I will declare a two-minute recess.

(A short recess followed.)

President DuShane: I will now ask *Mr. Lefkowitz* to read his amendment.

Mr. Lefkowitz: I moved that motion No. 1 in the Council's report be amended to read as follows: "To oppose any amendment or act which will include public-school employees in the national Social Security Act who now have, or subsequently secure, the protection of a sound local or state retirement or pension system."

Under this amendment you will not interfere with the additional protection and the better protection and the larger pension that teachers now get, or would get, under a local or state system, but you will help the 80 percent of the teachers of the nation to secure a pension which they would not otherwise get, if this report was adopted as is.

President DuShane: The motion was made and seconded, and I requested *Mr. Lefkowitz* for his written report, which you have just heard. Are you ready for the question?

(Motion placed before the Assembly, and carried.)

President DuShane: The amendment is carried. The matter before you now is consideration of the report of the Council as amended. Are there any further remarks? All in favor of the adoption of the Council's report as amended will indi-

cate by saying "aye," opposed, "no." The motion is carried, and the report adopted as amended.

The next report is that of the Committee on Education and Defense, to be given by *Secretary Givens.*

Secretary Givens: Last summer, following the Milwaukee meeting, the National Education Association called together in the city of Washington 29 national organizations to consider this problem of education and defense. In August the National Education Association joined with the American Council on Education in calling together 60 national organizations interested in some phase of defense work. At that meeting an executive committee was created, consisting of 18 people.

The National Committee on Education and Defense, consisting of 60 organizations, has met twice during the year; and the executive committee, consisting of 18 selected by the 60, has met several times during the year. They appointed seven subcommittees; four of them have been working all year and have done remarkable work, and three were created at our last meeting three weeks ago.

The first committee, the one that has worked the hardest, probably, and had the most meetings, is the one on military affairs, headed by *Isaiah Bowman,* president of Johns Hopkins University in Baltimore. They have had much to do with the rules and regulations on Selective Service, and they have acted as an advisory committee to the army on Selective Service for many months. They have also carried advice to many organizations in Washington in connection with all phases of the training program in camps.

The second committee was a committee on the selection of materials for use in the classroom, headed by *Superintendent Ben Graham* of Pittsburgh. It secured six pamphlets which were published by the Educational Policies Commission, and which have been widely distributed thruout the country.

The subcommittee on training has wrestled with what seems to me to be one of the most important problems in this country—the question of the NYA relationship to the public, state, and local school program. They issued a report on that last week. If you are interested in getting a copy of that report, if you will write to me in Washington, or to *Mr. Zook,* co-chairman of the Council, we will be glad to send you a copy of the report of this committee on the subject of training.

We also had a subcommittee on college women in defense, headed by *Meta Glass,* president of Sweetbriar College, Virginia, which made a worthwhile report on women's place in the defense program.

We have a subcommittee on preinduction into training, headed by *Mr. Hart* of Teachers College, Columbia University. A publication is being run off by the Teachers College press dealing with preinduction information—things that the boys should know before they go to camp.

A committee has also been appointed to work with *Mayor LaGuardia* on his work with civilians thruout the country.

Another committee has been appointed and is at work as an advisory educational committee for the army and navy programs in the camps thruout the country. This committee, of which I am a member, spent two weeks in Camp Meade last month, and sat for two days with the army and navy in connection with their programs in camps.

A committee was also appointed to work with the Treasury Department on defense stamps and bonds.

In other words, this National Committee on Education and Defense has represented education in every way that it possibly could before all branches of the federal government wherever our advice has been sought, or it was thought we could be helpful.

Mr. President, I move that the report of this Committee be approved.

(Motion duly seconded by a delegate, placed before the Assembly, and carried.)

President DuShane: The next report will be that of the Committee on Cooperatives, and will be given by *R. S. Ihlenfeldt* of Madison, Wisconsin, a member of the Core Committee.

(*Mr. Ihlenfeldt* supplemented the report on page 921 of this volume as follows:)

Mr. Ihlenfeldt: It is the opinion of your Committee on Cooperatives that the purposes, principles, and pursuits of cooperatives merit more consideration than is now afforded them in most school programs. There are several reasons that the elements of cooperation should be recognized as an integral part of the curriculum core.

A study of cooperatives should be included in the school curriculum for the following reasons:

1. It is a definite phase of our significant economic and social life. It is an orderly evolutionary and democratic method of achieving greater security and more inclusive justice.

2. It is a method of business which is deserving of a share of consideration along with other methods recognized at present in our classrooms.

3. The field of consumer cooperation is beginning to offer unusual opportunities for leadership and increasing possibilities of employment. As such, it merits attention from the standpoint of vocational guidance.

4. Thousands of our youth will some day be called upon either to join a cooperative or to participate in its social or economic pursuits. A purposeful study of cooperative principles and practices will equip youth to make choices based upon reasons and judgment rather than upon hastily formulated decisions aroused thru partisan propaganda.

Some fundamental cooperative concepts are as follows:

1. Teaching participants to administer their own business and social affairs is a definite result of cooperative endeavor.

2. Cooperation is not achieved by merely setting up enterprises of a cooperative nature. It is an attitude of mind, and as such implies self-abnegation and a willingness to work without extensive individual profit.

3. Cooperation runs counter clockwise to all forms of dictatorship—those which are political in nature and those which seek to perpetuate institutions maintained primarily for private profit.

4. Natural plenty can and should replace planned scarcity to the end that the greatest good for the largest number will result.

5. As cooperative business expands, the need for governmental control is substantially reduced.

6. Cooperation gives to many people in whom a sense of ownership is absent the stability which comes to one as a result of being a part owner of a business or enterprise.

7. Cooperatives do not sell to their members; they endeavor to produce or buy for them.

8. Cooperatives do not condemn legitimate private business; they recognize good business administration and wish to make use of it in the interest of all.

9. Where proprietor and customers are one and the same, a simplification of business is made possible. Economy in production and distribution is realized since obviously there is no motive on the part of participants to cheat themselves.

10. True cooperation provides no opportunity for speculation, since money is invested for an essential and necessary purpose.

11. Those countries in which cooperation was most prevalent were least affected by the recent economic depression.

12. The federal government is looking more and more to cooperative groups with which to associate in its endeavor to bring about social and economic improvement.

13. More than 7000 cooperative societies of all classes are now operating with a total membership of more than 2,000,000 members. Membership is growing at the rate of 5 percent annually, and a trade of over $400,000,000 is reported.

To achieve the desired ends, three elements are essential:

1. Teacher-training institutions should equip teachers with a rich cooperative background, together with skill to handle intelligently the controversial issues in-

volved. The function of the teacher should be to clarify issues, present evidence, and offer interpretations—not one, but many; but leave the way open for the less mature minds to arrive at their own judgments and own decisions. Minds can be strengthened only by accepting the responsibilities of personal judgment.

2. Administrators should provide opportunity for worthwhile cooperative problems to be brought into the curriculum, and they should support teachers in an endeavor to organize instructional work about these problems.

3. More cooperative content should be made available on various levels, so that interested pupils may pursue wide reading in the field.

It was the feeling of your Committee on Cooperatives, during the past year, that effort should be concentrated upon two purposes:

1. To obtain a brief resume of the history of the organization, experiences, and growth of the most successful cooperative in each state. It was thought that this information would be helpful, both from the standpoint of providing needed inspiration, and also as rich content for effective instructional use.

2. To obtain a list of functioning cooperatives from those states in which worthwhile cooperation is under way. In response to requests for information, we received reports from sixteen states, and this bulletin on cooperatives represents the substance of the effort of your Committee in that particular field.

The Core Committee, and those who attended the cooperative conference at this convention, are desirous of having a Committee on Cooperatives maintained by the organization, and having cooperative endeavor further pursued.

President DuShane: What do you wish to do with this report?

Mr. Rowen: I move that the report be adopted.

(Motion duly seconded by a delegate.)

Mr. Cram: I would like to raise a question. Does the adoption of this report mean that a new committee must be set up, or does this Committee continue?

President DuShane: Apparently it does, altho the printed report seems to indicate otherwise.

Mr. Ihlenfeldt: We were desirous of having the Committee continue, with new membership.

Mr. Cram: I think, *Mr. Chairman,* that it has been generally understood that this Committee would be discontinued with this meeting. I simply want the Representative Assembly to know that if they adopt the report they are providing for a new committee.

I wish to say that I have no objection whatever to the continuance of this Committee, but I wish to know what we are doing.

President DuShane: The printed report seems to call for the dismissal of this Committee, whereas the report made here this morning seems to carry a recommendation for its continuance. (He then conferred with *Mr. Ihlenfeldt.*)

Mr. Rowen: The printed report, in the last paragraph on page 12, recommends the continuance. It is implied by that that the activity of the Committee be continued.

President DuShane: The parliamentarian says we shall vote on the report, unless someone wants to amend it. We want the will of this group to be expressed. We have a printed report calling for one thing and an oral report calling for another. If some Solomon will not tell us, we will have to arrive at your will in some way! Let us get the facts—who made the motion?

Mr. Rowen: I made the motion.

Mr. Ihlenfeldt: I should like to say a word in reference to this Committee. The Committee was organized for a definite period of time, and unless action is taken upon it at this time the Committee automatically will pass out.

It is the feeling in the Committee that there is a great deal of work to be done, and there is an unusual opportunity now for doing it. It is the feeling of the members of the Committee that they would like to have action to make it possible for the Committee to continue. Membership obviously would be changed, but we would like to see the Committee continued. No action has been taken on the matter of

maintaining the Committee as yet, one way or the other, but unless we do take action the Committee obviously will pass out.

President DuShane: Just to get at the facts, with your consent and the consent of the person who made the motion, will you accept this as an interpretation of the motion—that the motion applies to the printed report in your hands? Then if some delegate wishes to amend that report and continue the Committee by that amendment, that will give you a chance to express your desires. The situation is rather difficult.

Mr. Rowen: I move the adoption of the printed report.

(Motion seconded by *Mrs. Lindlof.*)

President DuShane: With your agreement, we will interpret the motion to apply to the printed report in your hands. Then, if anyone wishes to amend that and continue the Committee, that of course is in order. The motion is that the printed report be accepted.

Mrs. Lindlof: I would like to amend the motion to the effect that the Committee be continued for a term of three years. I do not know whether you want it "three years" or "indefinitely."

President DuShane: It ought to be definite. Are you making that as an amendment to the motion?

Mrs. Lindlof: I am following your suggestion, and move to amend the printed report, providing for the continuance of the Committee for three years.

(The motion to amend was duly seconded.)

President DuShane: It has been moved and seconded that the printed report be amended to provide for the continuance of the Committee for a period of three years.

Mr. Lefkowitz: I think it would be simpler and more in harmony with parliamentary procedure if we would vote first on the adoption of the report, and second, on the continuing of the Committee.

President DuShane: If you will permit me to explain my position, this group consented, and the maker of the motion consented, to apply the motion to the printed report which is before us. The question is on the adoption of the printed report.

(*Mrs. Lindlof* moved an amendment to the motion, to continue the Committee for three years instead of having the Committee discontinued in 1941.)

Are there any other remarks? All in favor of the amendment which will continue the Committee for three years indicate by saying "aye," opposed, "no." The motion is carried.

The question before you is approval of the report of the Committee, as amended. Are there any remarks? All in favor signify by saying "aye," opposed, "no." The motion is carried, and the report, as amended, is adopted.

At this time I am going to ask that we expedite matters in every way possible. We have some important matters before us on the program for tomorrow, and with your help and the cooperation of the chairmen of the committees, if they will make their reports brief we can finish our schedule and be on time tomorrow. I think that is in the interest of all here and of the National Education Association.

At this time *Mrs. Mary D. Barnes,* president of the Department of Classroom Teachers, has an important announcement to make.

Mrs. Barnes: Page 33 of the Official Program contains the information that in the election of officers for the Department of Classroom Teachers the ballot boxes will be open from 12:00 NOON to 4:00 P.M. today. By action taken at our business meeting yesterday afternoon, the time of voting has been changed. I wish to announce that in the election of officers for the Department of Classroom Teachers taking place in Jacob Sleeper Hall, Boston University College of Liberal Arts, the ballot boxes will be open from 12:00 NOON to 2:00 P.M., and from 4:00-6:00 P.M.

President DuShane: The next order of business is the report of the Committee on Equal Opportunity which will be given by *R. L. Hunt* of the New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico, who is chairman of that Committee.

(*Mr. Hunt* supplemented the report on page 922 of this volume as follows:)

Mr. Hunt: The printed report of the Committee is divided into four sections—state uniform teachers' contracts, single-salary schedule, legal status of women, and distribution of official assignments in education associations. It also contains six suggested study procedure outlines for committees on phases of these general problems, and a sample teacher's contract, including tenure provisions.

Each Core Committee member was assigned certain states and territories and worked with the various state committees. Several new committees were formed this past year, and local problems are being studied. Several state committees are working on uniform contracts and single-salary schedules. There is a growing interest in the problem of sex equality, and other organizations are working on this problem of the legal status of women. A brief survey of the distribution of men and women, and of teachers and administrators in certain key educational organization positions, was made.

The Committee has been carrying on three types of work, namely: (a) collecting, summarizing, and distributing data on general problems; (b) assisting organizations thru their own committees in studying problems peculiar to their respective localities or states; and (c) preparing short articles on equal opportunity topics for state and local educational journals and committees. Such articles were prepared and widely used on the three major problems contained in the published report.

Particular attention is called to the report on the legal status of women. This assignment was given the Committee as a result of the resolution adopted last year calling for such a survey. Suggestions and criticisms on this part of the report will be gladly received by the Committee.

The Committee urges the members of the Representative Assembly to study the report, take it back to their local organizations, and call on the advisory members in their respective states and the Core Committee members for assistance. The Committee will appreciate reports on the work in the various states, so that those working on the same problem may share in their common work, and procedures of successful campaigns may be passed on to others.

The plans outlined for the Committee for next year contain the following: (a) continue its efforts to assist in establishing an effective Committee on Equal Opportunity, or the inclusion of this work in the program of some committee already established, in each state without such a committee, unless evidence is shown that such a committee is not needed; (b) continue the work of the past year in presenting the merits of uniform teachers' contracts and the single-salary schedule plan; (c) make a general survey of interstate barriers for teachers; (d) prepare additional study guides on special problems in the different states; (e) prepare brief articles for state and local journals and committees on major problems being studied by the different committees; and (f) continue its work and cooperation with the various agencies and organizations working toward a more equitable legal status of women.

Your chairman recommends that the report of the Committee be accepted, and that the Committee be continued until such time as the Representative Assembly may decide that its work is completed. *Mr. President,* I move the adoption of the report.

(The motion was duly seconded by a delegate.)

President DuShane: Again we are confronted with the same problem. The printed report in your hands is one thing, and the report given orally is another. On the motion now before you, I do not know whether you are voting on the report as printed or on the report as given verbally.

Miss Frank (Oklahoma): I am going to make a motion when the proper time comes. The motion I want to make is that this Committee be extended for a period of three years.

President DuShane: Let us do it the same way, by bringing in an amendment. It seems to me it is better procedure, because the delegates all have the written reports in their hands.

Miss Frank: I think the report of the Committee on Equal Opportunity should be amended to extend the Committee for a period of three years.

Mr. Cram: I will second the motion, and I would like to make a remark with reference to this motion. As a member of the Executive Committee, I want to call the attention of the Representative Assembly to the fact that we are trying to cut down the number of committees. We are subject to your wishes in this entire matter of committees. We want to conduct such committees as the Representative Assembly desires to have conducted, and we want to give them every possible aid in carrying on their work; but as these committee reports are made, and the recommendations for going on with the committees are made by the various chairmen, I wish that there might be a disposition to help out the Executive Committee by not asking for the continuation of such committees as we can get along without. They all cost money, and we are already proposing in this assembly enormous appropriations for other work.

I have no objection to the continuation of this Committee, as has been indicated by the fact that I have seconded *Miss Frank's* motion.

Mr. Mooney: I move as a substitute motion that the continuation of committees of temporary character be left to the Executive Committee.

President DuShane: I think we are voting now on an amendment to a report, and as soon as the motion before the house is disposed of your motion will be in order.

Mr. Mooney: But then it would not affect this Committee.

President DuShane: I will recognize you before the final motion is put to the house on the report of the Committee, if that is agreeable.

The question now, I believe, is on the continuance of the Committee for three years, which is an amendment to the report of the Committee. Are there any remarks?

Lyman D. LaTourrette (California): I believe this Committee should be continued until the question of equal rights for women has finally been settled. That is an important question in the Association, because of the large percent of women in it.

President DuShane: Are there any further remarks? All in favor of the amendment to the Committee report will indicate by saying "aye," opposed, "no." The motion is carried.

Now the question is upon the adoption of the report as amended. Are there any further remarks? *Mr. Mooney,* did you care to say something?

Mr. Mooney: As I understand it, there is no object in my making the motion now, as the Committee has been continued for three years.

President DuShane: The Committee will not be continued until this motion is carried.

Mr. Mooney: Then I move that the matter of continuing the Committee be left to the Executive Committee.

(The motion was duly seconded by a delegate.)

President DuShane: I believe, *Mr. Mooney,* that your motion ought to apply to this specific Committee at this time.

Mr. Mooney: That is what I intended.

President DuShane: You can serve notice that you will bring a general motion up after this question before the house is settled.

Mr. Mooney: I am confused.

President DuShane: You can make a specific motion as to this Committee. Unless a specific amendment is made, or a motion to lay it on the table, we will have to vote on the motion as amended. Are you ready for the question? All in favor of approving the report of the Committee, as amended, signify by saying "aye," opposed, "no." The report of the Committee as amended is accepted.

Now, *Mr. Mooney,* your general motion will be in order, if you care to make it.

Mr. Mooney: I move, *Mr. Chairman,* that the continuation of all committees be

left to the Executive Committee. If I can get a second to that motion, I will give my reasons.

(Motion seconded by a delegate.)

Mr. Mooney: I make that motion because the Executive Committee is fully aware of the problems that are to be studied. I have contacted several of the men and women on some of these committees which will be continued if necessary.

Miss Frank: I am talking against the motion made by *Mr. Mooney.* I think we delegates, who have accepted the responsibility of coming here and acting as delegates, ought to deliberate these things ourselves and not leave everything to the Executive Committee. I have great confidence in the Executive Committee, but we should assume our responsibility.

Mr. Doe (Hawaii): I wish to approve what the previous speaker has said. I believe there is no reason whatsoever for this Representative Assembly to take away from itself the power to appoint committees. If *Mr. Mooney's* motion means that the Executive Committee shall have the authority to appoint committees in addition to the authority of the Representative Assembly, then I am in favor of it; but if that motion means that the Representative Assembly is taking away from itself the power to appoint committees, then I am heartily opposed to it and I hope it will be voted down.

President DuShane: If there is no further discussion, are you ready for the question? This is a general motion as to the right of the Executive Committee to discontinue committees.

Mr. Mooney: I withdraw my motion.

President DuShane: If that is agreeable to the Assembly, the motion is withdrawn. No further motion is before us, and I think we are ready for the next report.

The report of the Committee on Individual Guidance will be given by *Secretary Givens,* in the absence of *Herbert R. Stolz* of California, chairman of that Committee.

Secretary Givens: I move that the report of the Committee on Individual Guidance as printed in the Annual Report of the Secretary be approved.

(See page 923 of this volume for complete report.)

(The motion was duly seconded, placed before the assembly, and carried.)

President DuShane: The next report is that of the Committee on Code of Ethics, which will be given by *William P. King* of Louisville, Kentucky, chairman of the Committee.

(*Mr. King* supplemented the report on page 917 of this volume as follows:)

Mr. King: This report has been worked out, thru the cooperation of the splendid Advisory Committee, and of thousands of other teachers thruout the forty-eight states of this nation. Day before yesterday, at a small conference of the Advisory Committee, a few suggestions were made which will be passed on to the Commission later on. Certain small editorial problems will be worked out before the final draft of the Code will be published.

Mr. Chairman, I move the adoption of this report.

(The motion was duly seconded.)

President DuShane: It has been moved and seconded that the report of the Committee be adopted. Are there any remarks?

(Vote was taken, and the motion carried.)

President DuShane: We will now hear the report of the Committee on International Relations, which will be given by *Annie C. Woodward* of Somerville, Massachusetts.

(*Miss Woodward* supplemented the report on page 916 of this volume as follows:)

Miss Woodward: I bring to you the regrets of our chairman, who found it impossible to be with us at this time, yet he desires that we bring to you a few facts. On pages 10 and 11 of the summary which you all have, he has his printed report. On Monday we had a Committee meeting, the recommendations of which will be passed on to him.

These facts are as follows:

1. The Committee on International Relations represents no recent interest of the National Education Association. Created under the name of the Committee on Foreign Relations in Education, this Committee is this year rendering the twentieth annual report of its stewardship.

2. Thru the years its program has been a modest, nonspectacular one, designed to create interest primarily in two things: (a) education for world goodwill in the nation's classrooms, and (b) more effective cooperation among organizations of teachers thruout the world.

3. Dependent upon quite modest financial support for its work, the Committee has promoted the aforesaid interests thru its annual or semiannual meetings at conventions; thru cooperative participation and deliberation with other organizations and agencies engaged in related work; and thru the preparation and distribution of occasional reports.

4. Typical of the Committee's publications are: *Promoting International Cooperation thru Education, Promoting World Goodwill in High Schools and thru the Activities of Teachers Organizations,* and *Organizations Interested in International Relations.*

5. Interest of the Committee in Latin America began to be reflected in its deliberations and work long before the present international crisis. This interest was evident in the publications listed here. It has been paramount in all the Committee's recent activities and plans.

6. In October 1940, the Research Division issued an annotated, classified bibliography of 497 references, entitled *Latin American Backgrounds.* The Committee helped to distribute this bibliography as well as earlier reports widely used by teachers in improving their classroom work.

7. Begun in 1940, and greatly improved during the current year, is the Committee's newsletter on Latin American relations, now entitled *Among Us.* Thru this newsletter, the Committee provides a clearing-house of timely information for teachers, with respect to materials, methods, projects, conferences, speakers, opportunities for international correspondence and exchanges, and news from South and Central American countries.

8. The two hundred or more members of the Advisory Committee are encouraged not only to apply in their own classrooms the suggestions and teaching aids provided but also to organize state and regional conferences and committees, and to promote as widely as possible the general program of the Committee.

As to the future, it is difficult to speak with certainty. Under the general guidance of the Committee, the Research Division now is preparing a revision of our bibliography, *Latin American Backgrounds.* This revision should be made available to superintendents of schools, thru the aid of funds provided by the National Council on Education and Defense.

Also, it is possible, in connection with the defense program, that the newsletter, *Among Us,* will be made available to every city and county superintendent in the United States during the schoolyear 1941-42. It has been stated rather definitely from teachers and many others that our newsletter is one of the most useful current publications of interest to teachers.

I want to bring to your attention, and urge you to visit the National Education Association Service Booth in the balcony of the exhibition hall, and become familiar with this Committee's work, which *Frank W. Hubbard* of the Research Division has helped us create.

Mr. Chairman, I move the acceptance of the report.

(The motion was duly seconded.)

President DuShane: Are there any comments?

(Motion placed before the Assembly, and carried.)

President DuShane: One of the delegates has sent a note up here, requesting that every effort be made to avoid confusion and conversation on the floor.

The next matter of consideration is the report of the Joint Committee of the National Education Association and the American Medical Association. Dr. Charles

C. Wilson, director of health and physical education for the public schools of Hartford, Connecticut, who is chairman of that Committee, will give the report.

(*Dr. Wilson* supplemented the report on page 929 of this volume as follows:)

Dr. Wilson: Because you have available a printed report of the Joint Committee on Health Problems I shall make my verbal report brief and supplementary to the written report.

We have had brought to our attention during the past several days the importance of the critical period thru which our nation and the world is passing. If history repeats itself, these critical times will be followed by increased emphasis on health education. I feel sure that during the coming years schools thruout the country will be evaluating the results of their health programs and determining what they can do to further improve the health of children. As this is done it will be realized that the problem of raising a nation of healthy children is a cooperative project, including cooperation within the schools by classroom teachers, teachers of physical education, science, guidance, home economics, and others. It also includes cooperation with outside agencies, including the homes and public health groups.

Because of the cooperative nature of this work, I am sure that we all are happy that the National Education Association and the American Medical Association have had a cooperative committee on health problems in education for a period of three years.

I can briefly outline the activities of this Committee during the past year under three headings: (a) meetings, (b) reports, and (c) future activities. In regard to meetings, at our 1940 meeting held in Nebraska in conjunction with this, a symposium on health education was conducted. In a similar way the symposium was conducted at the annual meeting of the American Medical Association, and the symposium will be conducted at the meeting of the School Administrators. Under reports, I want to report the completion of a revision of a former joint committee report entitled *Health Education.* This was first published in 1924, revised in 1930, and the second revision was available in February. We feel that it covers many problems which teachers face in their health education programs. In regard to future activities, I want to state that the Committee will issue this year several reports relating to nutrition. It has studied problems relating to the administration of school health programs. We believe these reports, when completed, will help schools in their programs of health protection, health guidance, and health education.

President DuShane: What do you wish to do with this report?

(Motion by *Secretary Givens,* duly seconded and carried, that report be approved.)

President DuShane: The next report is that of the Committee on Credit Unions. *L. A. Pinkney,* business manager, Teachers Credit Union, Kansas City, Missouri, is chairman of that Committee and will give the report.

(*Mr. Pinkney* supplemented the report on page 921 of this volume as follows:)

Mr. Pinkney: What a privilege it is to be in Boston, a city rich in historic lore—the old North Church and Faneuil Hall, the cradle of liberty—it stirs our souls and causes to rise in us a renewed patriotic devotion. Boston is also the cradle of the credit union; the address at No. 5 Park Square is hallowed ground in credit union circles because this was the scene of the early activities of a great man, the world's most unselfish man, a great philanthropist, the founder of the credit union movement, the late *Edward A. Filene.*

During the past year the work of our Committee on Credit Unions has been incorporated as a part of the welfare activity of the National Education Association. You will find our booth in the welfare service center, along with the committees on retirement, tenure, and so forth.

The work of the Committee on Credit Unions deserves to be placed in the welfare activity of the National Education Association. Without going into the statistics which I have at hand, we will take the experience of a typical midwestern teachers credit union. During the period of its organization, 1500 members have saved a total of $300,000. They have paid back to themselves in dividends $101,000. As a result, this group has actually put back into its own pocket, as a result of the organization of a credit union, more than $300,000. If you were to multiply that

by the total number of credit unions in the United States, you would see the great economic value of a credit union in every teacher organization. There are no "ifs" and "ands" about it; where a credit union has been organized, it has definitely raised the economic level of the membership of that group.

Too long have the teachers of the United States been exploited by commercial interests; too long have the teachers paid too dearly for the services which they have received. Yes, and too long have the teachers waited for salary restorations and for adequate salaries.

What is the answer to this problem of the teachers? Let me say to you that a partial answer is the more general organization of teacher credit unions, so that teachers may be encouraged to use to better advantage the salaries which they do receive.

How far has our program gone in the organization of teachers credit unions? At the present time there are approximately 600 teacher credit unions in operation thruout the United States. We believe that there are approximately, in these 600 credit unions, from 100,000 to 150,000 teacher members. I am wondering how many, out of that number, are here this morning. I am going to ask that all of you who have in your community or in your town a teachers credit union, and therefore you have the services of the credit union available to you, or are members of credit unions, to please raise your hands. But here is the difficulty; for every one of you who has raised his or her hand, there are nine other teachers who do not have the services of a credit union available, and there is the challenge to you as presidents of local associations, and to the members of the Committee, to carry credit union organization to every teacher.

I will conclude the report with a brief reference to the program on which we are working. There are one million teachers in the United States who should receive the services of the credit union. Thru the cooperation of *Mr. Morgan,* editor of the *Journal of the National Education Association,* and *Mr. Allan,* business manager of the NEA, there is being planned the publication of a Personal Growth Leaflet which will be available to you for general distribution; also a speaker service bureau which you may find out about by visiting our credit union booth in the welfare service center. We ask you to cooperate with us in the establishment of more credit unions thruout the United States.

President DuShane: You have heard the report. What is your wish?

Miss Bert Claire Neal (Missouri): I move that the report be adopted.

(Motion duly seconded, placed before assembly, and carried.)

President DuShane: The next report is that of the Joint Committee of the National Education Association and the American Legion, which will be given by *Charles F. Dienst,* deputy state superintendent of public instruction, Lincoln, Nebraska, who is chairman of that Committee.

(*Mr. Dienst* supplemented the report on page 927 of this volume as follows:)

Mr. Dienst: We need better and larger acquaintance between the membership of the National Education Association and the American Legion. Since coming to this platform I found here Legionnaire schoolmasters *Hugh Bonar, Professor Wilson, Comrade Sohl* of Philadelphia, and *H. L. Richards* of Blue Island, Illinois, and my good friend the parliamentarian, *Comrade Bottolfsen* of Idaho—and that is only a fair representation of the great number of Legionnaire schoolmasters in the teaching profession. In fact, we have found that there are some 12,000 members in this classification.

I want to say a word as a Legionnaire. The American Legion has a record of cooperation with the National Education Association that dates back to the days of its establishment in the promotion of American Education Week. We, as Legionnaires, have always known, since the days of the First World War, the importance of training for citizenship. Someone asks, "What about treason in the text?" and I hasten to make a comment on that issue, because I believe that there are many in the teaching profession and connected with schools who want to have that fact faced directly. We must say to the American Legion, "We are as much concerned about subversive material in the text as you are, and we will agree

to work for the eradication of subversive influence in every phase of the educational program, and every phase of American life as you do."

There is great need these days for unity of action and a common spirit of patriotism. Upon those two things will depend the strength of America tomorrow; and so your Committee moves that the policy of the National Education Association regarding cooperation with the American Legion in behalf of a sound program of citizenship be continued, and that every Legionnaire schoolmaster be conscripted for the service of liaison between the forces of the schools and the forces of the American Legion.

(The motion was duly seconded, placed before the Assembly, and carried.)

Mr. Burnham: I move the Committee be continued for a period of three years in this very important service.

(The motion was seconded, placed before the Assembly, and carried.)

President DuShane: We will now have the report of the Joint Committee of the National Education Association and the American Teachers Association. *J. R. E. Lee* of Florida, who is acting chairman of the Committee, will present this report.

(*Mr. Lee* supplemented the report on page 930 of this volume as follows:)

Mr. Lee: For a number of years the National Education Association has been interested in the National Negro Teachers Association. With this in view, many years ago when *Miss Adair* was president she appointed a joint committee, and that committee has been continued. The purpose of the committee was to get the help from this large organization for the National Negro Teachers Association, and each year we have had two meetings. *Mr. Newbold* of North Carolina was appointed chairman during the early days, and since that date *S. L. Smith* of Peabody College has been chairman.

Many of the things you have tried to help us with have been discussed, among them the matter of having included in the histories in the schools some reference to the part that Negroes have played in the establishment and development of this country.

Mr. Smith was absent from the meeting of the Committee this week. There were only three of us present and we felt that a short report would be in order. I will now read that report to you:

> A partial report of the Joint Committee of the National Education Association and the American Teachers Association is now made to the National Education Association:
>
> In the absence of *S. L. Smith* of Peabody College, the chairman of the Committee, we make a report. The representatives of the Committee present wish for *Mr. Smith* and the Committee, and on behalf of the American Teachers Association, to report that the Committee is still at work, and to record the appreciation of the American Teachers Association for the opportunity of having the continued interest and help of the National Education Association in our efforts to improve the facilities for Negro education thru better salaries for Negro teachers and thru better teaching of Negro children.
>
> We wish also to record that thru the influence of the National Education Association a larger recognition of the part the Negro has played in the development of our country is being gradually included in the histories that are used in many of our public schools. The loyalty of the Negro to this, our American democracy, is also being more and more included.
>
> The Committee wishes to be continued and to enlist the further constant cooperation and help of the National Education Association.

President DuShane: What do you wish to do with the report of this Committee?

(Motion made, duly seconded and carried, that report be adopted.)

(Announcements by *Secretary Givens* then followed; also announcements by *Mr. Shaw* of a general nature. He then introduced an amendment to the Bylaws, as follows:)

Mr. Shaw: The proposal is brief. It will add to Article I, Section 1, dealing with the qualifications of members, the following, "No person shall be admitted to, or

continued in, membership who advocates, or who is a member of an organization that advocates, changing the form of government of the United States by any means not provided for under the federal Constitution."

This particular proposed amendment is moved by myself, and seconded by the chairman of the Resolutions Committee, *Mr. Skewes,* also by the chairman of the Joint Committee of the National Education Association and the American Legion.

President DuShane: The chairman will leave this proposed new Bylaw on the table for the consideration of this convention.

The last order of business is a preliminary report by the chairman of the Resolutions Committee, *George Skewes,* State Teachers College, Mayville, North Dakota.

Mr. Skewes: The members of the Resolutions Committee have already passed out to you a printed report of the Resolutions Committee.

The report of the Resolutions Committee consists of two parts, the Platform and the Resolutions. You will find them in this printed booklet, the Platform beginning on page 7, and the Resolutions beginning on page 3. With your permission, I shall not read all the resolutions, but shall merely refer to them by title, and then tomorrow at the time stipulated in the program we can discuss them.

The first resolution deals with the present emergency; the second, with education for democracy; the third, undesirable teachers—and may I indicate that there is a proposed amendment to this third resolution, to extend this idea in much the same way that *Reuben Shaw* has indicated when he proposed that it shall be extended to the Bylaws. We propose, some of us, to amend this third resolution to indicate that no person holding these beliefs advocating the overthrow of the United States government shall be a member of the National Education Association. I am not giving you the exact wording, because I think that has not been decided.

The fourth resolution deals with inter-American friendship; the fifth, federal aid; sixth, federal educational activities; seventh, reorganization of school districts; eighth, adoption of textbooks; ninth, retirement; tenth, employment of qualified teachers; eleventh, public relations; twelfth, offensive literature; thirteenth, the Hatch Act; fourteenth, *Senator Harrison;* and fifteenth, appreciation for the convention.

In regard to the Platform, I have only one thing to say at this time. You have been asked for some years to consider changes in the Platform. At this convention the Resolutions Committee is reporting the Platform to you without change, so unless you want to make a change, the Platform will remain the same.

President DuShane: The report of this Committee does not require action at this time, as it is a preliminary report.

Is there any unfinished business? If not, the regular program has been complied with.

I want to make an announcement. The printed proposal for this new Commission on Defense of Democracy thru Education is available; copies are on this table. If any of you wish to get this preliminary report, you may.

If there is no unfinished business, a motion to adjourn is in order.

(Moved by *Mr. Rowen,* duly seconded and carried, that meeting adjourn.)

(Meeting adjourned at 12:15 P.M.)

Third Business Session, Thursday Morning, July 3, 1941

President DuShane called the convention to order at 9:30 A.M., presenting the conductor of the community singing, *Mabelle Glenn,* director of music, Kansas City, Missouri.

(Community singing followed.)

President DuShane: I will call on *Rabbi Joseph Shalom Shubow,* Temple B'Nai Moshe, Boston, for the invocation.

(The invocation was given.)

President DuShane: There was one committee report referred from yesterday at the request of the chairman and that is the Committee on Supply, Preparation,

and Certification of Teachers. That report will be made by *R. E. Jaggers,* state department of education, Frankfort, Kentucky, chairman of the Committee.

(*Mr. Jaggers* supplemented the report on page 925 of this volume as follows:)

Mr. Jaggers: The report of the Committee on Supply, Preparation, and Certification of Teachers is in your hands and will be found on page 51 of the Secretary's Report. I shall therefore make my statement quite brief. I want to emphasize three points. As the report shows, the Committee is asking that it be discharged and a Committee on Teacher Preparation and Certification be created. I am asking that you support the recommendations as they are written.

We tried to study the problem of teacher supply and demand as reported to you last year from a nationwide standpoint, but we found out that records are not available to do that. This year we have published a report on teacher supply and demand which attempts to set up some technics and some procedures in making teacher supply and demand studies by states. We think that that function has been achieved, but this organization should be concerned with the other side of our work. We have many committees and agencies promoting the welfare of teachers. We believe that we as an organization should be as much concerned about the type and kind of teacher who enters our profession and remains in it.

During the past three years we have tried to collect the common viewpoints of our profession and we have tried to express them in a Platform of Principles. That Platform is included in the publication which is being released at this time, or at this convention.

We appreciate the help of those who have cooperated in developing the report and those who have cooperated in developing the Platform of Principles. We hope that you will support the report as it is printed.

President DuShane: What do you wish to do with this report?

(*Mrs. Emery Lively,* Louisiana, moved the adoption of the report. The motion was seconded, carried, and the report declared adopted.)

President DuShane: We will now start the regular order of business today as announced in the printed program.

The next order of business is the discussion and action on the proposed national commission. I think a number of us have copies of the proposal. If not, there are some on this table.

The proposed National Commission for the Defense of Democracy thru Education comes to you from the Executive Committee by recommendation to the Board of Directors and by the Board of Directors. That report is being transmitted to you with the unanimous approval of the Board of Directors. The matter is now in your hands. The question is, What do you wish to do with it.

Mr. Smith (Arizona): Yesterday afternoon, in the deliberations of the Board of Directors, we had the benefit of a statement regarding the purposes and plans of this proposed commission from the president of the National Education Association. Following that statement by our president, we had a discussion, after which we felt that we could vote upon the question of whether or not to set up this proposed commission. Our president feels hesitant to state his position in this matter as president of the Association. I believe that as a body we are in need of his thinking and that we should not be expected to vote on the matter until we have his viewpoint and his statement.

I therefore move that we extend the courtesy of the floor to our president, that we invite him to express his views upon this issue.

(The motion was seconded.)

President DuShane: I was not listening, but as I understand it, there was a request that the president address the meeting on this subject. As your presiding officer, I do not care to try to influence you. I want you to use your best judgment. However, the motion has been made and I do not know what I should do about it. I think I shall step aside from the Chair and turn it over to our first vicepresident, *Amy H. Hinrichs,* and then I can use my option afterward.

(*Miss Hinrichs* took the Chair.)

Chairman Hinrichs: You have heard the motion. (Motion was then placed before the Assembly for vote, and carried.) *President DuShane* has the floor.

President DuShane: I expect that with that request I shall comply, with this understanding, that during the consideration of this subject I will ask *Miss Hinrichs* to preside, because if there is one thing I am anxious to do it is that the Chair be an impartial judge, and if I am drawn into this discussion it seems to me that I should stay out of the Chair until it is settled.

My only reason for consenting to this request is that I feel a crisis is upon education which must be met in some way in our schools or children will suffer irreparable damage during the next four or five years. When you elected me your president a year ago, and I began to become acquainted with the educational situation thruout the nation, I felt, not that you had given me an empty honor, but that I had every responsibility because of the responsibility of the situation in the country, and that whatever my limitations might be, it was my obligation to attempt in my best way to do what was needed, to recommend what was needed for the schools during my period of office.

After careful investigation, I concluded that we must take action. The National Education Association is the only educational organization that reaches into every territory and every state of the Union; it is the only organization that has any chance during the next few years to have the strength, courage, and public support to speak out boldly for the schools, to defend the schools from attack, and to win support for public education, and if the National Education Association does not do it, it will not be done on a national scale. Some of the states are well prepared to defend themselves and others are not, so it seemed to me that something should be done by the National Education Association—something unusual. Times have changed and the National Education Association must change with those times.

I want to outline briefly why it seems that there is a crisis approaching. As you know, there is a war in Europe which threatens us, and to be prepared for modern warfare our nation will have to spend at least from 30 percent to 40 percent of its total income on preparation. When the federal government spends 40 percent of the entire national income and pays for it by taxation of the citizens of the various states, there is going to be a shortage of tax money in every state and community over the country.

Now, unfortunately, because we have wanted to keep our school systems independent, we have not called for nor have we received federal support for our schools. The two other great consumers of local tax funds, the roads and relief, have received generous help from the federal government, so if a period develops when there is insistence that local taxes be cut because of the high federal taxes, the schools are doomed to suffer more than any of the other local enterprises.

We are faced within a few years with that tax problem and remember, when 40 percent of our income goes into taxes, that it is a greater cut in national income than was caused by the depression and you all know what happened to our schools during the depression—thousands upon thousands of teachers dismissed, classes overcrowded, salaries reduced, criticism of teachers rampant, discouragement, and destruction of morale. I hate to repeat to you all that happened to us, and we are having artificially by this tax system a similar series of influences that seem to be approaching us inevitably.

In addition to that tax situation, which some of the states are already trying to meet, we have a widespread criticism of teachers, schools, courses of study, and procedure. That criticism is all right when it is honest and fair, but a good deal of it is not honest. It is intended, it is inspired, to break down the confidence of the public in the schools and you and I know that we can exist as public schools only when we have the understanding, backing, and support of the public.

With the tax situation approaching and with this increased criticism and undermining of public confidence in the schools, we are confronted with the most destructive situation that the schools of America have faced. What can be done about it? That is the question, the only question, from my viewpoint, that we have to

consider. What can be done to get quick and effective results, to help protect our children, schools, and school system? Something must be done. What is the best thing to do? That is the question that is before you.

The National Education Association has had considerable experience with commissions. If you will remember, in 1929, when the depression started, we had no machinery whatever with which to meet it, so after the ravages of the depression had come upon us and thousands of teachers had been dismissed and millions of dollars in salaries had been cut off, the NEA, in response to the demand, helped set up a joint commission, which did effective work from that time on. *John Norton* was chairman of that commission and helped stem the tide, but a great deal of harm had been done. We have also wonderful results with the commission, which we now have and of which *Mr. Carr* is secretary, the Educational Policies Commission.

We have used the commission idea to get special things done, to meet emergencies in the past, and we have succeeded at it. Too, when you consider what kind of a job must be done, remember we must attempt by the utmost skill and special effort to secure the support of thinking citizens and of organizations, and authors and speakers over the radio. We must convince them that it is just as important to defend democracy thru the schools as it is to defend democracy thru the army or armament. That is our one big job, to win a new and understanding public support.

Another task is to investigate charges against teachers and school systems, imputing their motives or questioning their efficiency, and the National Education Association should set up some agency to meet these charges, investigate, find out what the real facts are, and under some circumstances report the facts to the public. We need to be able to do it because at present, when charges are made, there is no method to meet them, so they are passed back and forth and there is no one authorized to speak for the profession.

We need also to ascertain what is going on on the part of some of these organizations, organized specifically for the purpose of injuring the schools. We should all know what they are doing in their various communities. Very often the people of Louisiana or Indiana or Colorado may be injured thru attacks upon their schools starting in New York and those people can do nothing about it, because they are away off from the center of propaganda, and so those problems must be faced nationally.

Then there must be interchange of knowledge and attitudes between the states. You know, if we go into this defense movement, it cannot be operated from the top, and it is important that we create a common viewpoint and that we secure such an attitude on the part of every teacher that he will feel that he must influence his public and his friends; he must extend his education to them.

We need a common viewpoint and a new realization by every teacher that the public must be influenced and that it must be done by everybody. That unity of attitude can probably be secured most rapidly by action from the National Education Association and there are still other justifications for setting up some group to study and act along all these lines.

The question might be asked, Why should not this be done with the staff of the National Education Association? The staff of the National Education Association should do all this, but it should do this in concerted method and in cooperation; there should be a group of specialists who lay down the way and, of course, it would be the duty of every member of the staff and of every teacher in the schools to follow and join hands as a profession to protect ourselves and our democracy. Every member of the staff would be a part of it and do his bit just like every loyal teacher will do his bit, but the staff already is overloaded with work and it will not be possible for it to take on, on a part-time basis, this additional responsibility.

Also, if you are going to tackle this problem, remember that it will not be easy for the members of this Commission—they will have to be protected people—they

will have to be selected from those who are relatively free from attack and who can dare stand up against temporary criticism. That means that you are going to have to select them carefully, and you are going to have to protect them by appointing them for three or four years, and they are going to have to depend on something else for their livelihood, not risk their jobs every time they take a stand. The staff cannot do that.

It has been asked, Why cannot the Executive Committee of the National Education Association do the job? The Executive Committee, by your Constitution and Bylaws, changes every year, so we have no protection from that standpoint, and they have so many different things to do that they are not selected for this one purpose and it does not seem the best way to do it. So the proposal is that we have a commission, reasonably protected and responsible to the National Education Association, directly and entirely supported by it, not subsidized by any foundation, not controlled by any outside influences, responsible only to the teaching profession.

If the National Education Association sets up such a commission, the responsibility of the results will depend upon it. You are going to hold them responsible for doing their best, if that is their sole job, so a good deal depends upon doing something now. A year from now, two years from now, may be too late; again and if we set up such a commission, there is, of course, a heavy responsibility upon the Executive Committee to pick people who are true to education, who can stand some punishment, who are well balanced and sensible and devoted to the cause of education ahead even of their selfish interests. And, of course, if we get that kind of a commission and the right kind of a staff back of it, and give it all the financial support that we can, I believe the time is here when the National Education Association can come into its own, can speak for the teaching profession of the country as it has never done before, and can occupy the field that needs to be occupied.

I do not know that there is much else that I can say to you. I am turning the question over to you and withdrawing from any consideration of it. I want to say that this is not my plan. I perhaps felt the need of doing something and brought that need to the Executive Committee, and after long consideration and debating over the various possibilities of procedure, and after consulting leaders all over the country, the Executive Committee unanimously approved the plan. It is the composite opinion of many people in education. It was sent by the Executive Committee to the Board of Directors, and after debating it carefully the Board of Directors took the attitude of which I told you. The matter is now in your hands.

Chairman Hinrichs: The order of business thus far has been that we extended our president the privilege of presenting the plan. There is no motion before the house. *Mr. Burnham* of Nebraska has the floor.

Mr. Burnham: I am here for the purpose of making a motion relative to the setting up of this Commission. I move that a National Commission on the Defense of Democracy thru Education be set up to consist of such membership as the Executive Committee of the Association shall determine; that the executive committee of said Commission shall consist of the Board of Trustees and the executive secretary of the National Education Association; that the Executive Committee of the National Education Association invite each state association to appoint a representative who is well informed and interested in public relations to serve on the National Commission as a representative of the state associations; that the executive committee of the Commission shall select a secretary for the Commission, the secretary of the Commission to be employed by the National Education Association and to cooperate with the executive secretary of the National Education Association in carrying out the program of action outlined by this National Commission.

Madam Chairman, I move the adoption of this motion.

(Seconded by *Clifford P. Archer,* Minnesota.)

Mr. Lefkowitz: I withdrew my motion for $10,000 appropriation to the Com-

mittee on Taxation, because I was informed that a rather comprehensive committee was about to be appointed and that at that time my motion could be embodied in the report. I read this report with great care. I have no desire in any way to reflect upon the splendid men and women who wrote it. I think it is a sincere statement, but it is nothing but words, words, words. All I find in it is "investigate," "cooperate," "appoint," "print reports"—not a word about exposing the improper methods of subversive activity and the shameful misuse of our patriotic spirit by these people to cripple the schools of the nation. This is not the time for mere words. There is a nationwide organized effort to cripple the schools; if successful, it means that the salary standards of the teachers of the nation, the tenure rights of the teachers of the nation, the very existence of the schools, are at stake, and you cannot meet an organized and well-financed nationwide campaign by mere investigation and words and printing of reports.

There is nothing in this report that says that these must be combated. There is nothing in this report that says that we will spend thousands of dollars for research and articles and fight them all the way. All it states is that we must create a certain commission, probably by invitation. Nowhere in the report is there a statement as to the amount of money from the minimum viewpoint that is to be at the disposal of the committee, except words of expenditure that leave me absolutely cold—the Executive Committee expenses, expenses of the meeting, the expenses of the executive committee of the Commission, and delegates' expenses. But where in this report is there a definite statement that so many thousands of dollars are to be set aside for the research work in combating the misrepresentative efforts of these research bureaus thruout the nation?

In my own city, in one year, a group spent $20,000 alone trying to fight these groups and when I say "these groups," I mean the economic councils, the research bureaus, the merchants' associations, and the chambers of commerce. They have fought us tooth and nail and we give way. In the most critical period of education in this country, we adopt a beautiful report on making investigations and surveys.

I should like to see this report amended, to appropriate for this Commission at least $20,000 for all these activities, and $10,000 should be set aside for fighting the tax reductionists, using their own weapons—the radio, publicity, advertisements, and every other legitimate method that education has a right to use. If we do not, the Lord have mercy on the salary standards and education appropriations.

I know this—we in our own city will fight it all the way and spend every dollar necessary to protect ourselves. My battle is for the protection of the teachers in areas where they are too weak to fight their own battles and expect the National Education Association to do it for them.

Chairman Hinrichs: Do you offer an amendment to the motion?

Mr. Lefkowitz: I should like to hear what the chairman of the Committee has to say before making the amendment.

Chairman Hinrichs: President DuShane has the floor.

Mr. Lefkowitz: Before making the motion amending the motion on the floor, I should like to hear from those who prepared this resolution how much money they contemplated spending, and how much of that would go to the important phase of taxation analysis, tax expenditure, fighting the constitutional taxation limit, the efforts to cut state aid, and the like—the basic things that count in this battle.

President DuShane: I am not the chairman of the Budget Committee.

Chairman Hinrichs: President DuShane will turn the question over to *Mr. Trent,* chairman of the Budget Committee.

W. W. Trent (West Virginia): Should this Commission be created, funds can be provided—in fact, when you see the budget, you will notice that there is an item for the allotment of a certain amount for this new Commission that is created. If the fund indicated in the budget report is not large enough, the Representative Assembly may at this time increase that amount.

Mr. Lefkowitz: What is that amount?

Mr. Trent: The amount is not definitely designated. It is included at this time

in the contingent appropriation for the secretary, which contingent appropriation is more than $14,000.

Mr. Lefkowitz: Madam Chairman, that is what I was afraid of.

Mr. Trent: I will make one other statement, if I may. The question at this time is the creation of a commission. The amount appropriated can well be provided in the amendment to the Budget Committee report.

Miss Jelinek: I move to amend the motion by accepting the statement of personnel as given in the mimeographed outline presented to us.

(The motion was seconded.)

Chairman Hinrichs: The amendment is that a board be constituted as indicated in the report.

Mr. Lefkowitz: Since two amendments are in order, and since I have been answered by the chairman of the Budget Committee, and the answer is inadequate, I now move to amend the motion to provide that a minimum sum of $20,000 be set aside for the work of the Commission, of which $10,000 shall be used for such purposes as (a) financing education, (b) combating attempts to curtail educational appropriations by constitutional tax and debt limitation, or by reduction in state aid and shared taxes, and (c) making an analysis and exposé of the methods of those seeking to reduce educational appropriations.

(Seconded by *Mrs. Lindlof.*)

Chairman Hinrichs: We are now ready to discuss and vote upon the second amendment, the amendment concerning appropriations, that $20,000 be appropriated to the proposed Commission and $10,000 of it be spent specifically—*Mr. Lefkowitz,* will you state it?

Mr. Lefkowitz: For the work now being done by the Committee on Taxation, namely, income, educational expenditures, constitutional tax limitation, state aid, and the like.

Chairman Hinrichs: I think we have this clear.

Mr. Trent: I had hoped that this amendment might be postponed, pending consideration of the budget. You are appropriating $20,000 when there is not $20,000 that exists in the budget, nor is the fund available unless you indicate in your motion that this money shall be subtracted from some other item of appropriation.

It seems to me, *Madam Chairman,* that this motion could well come in connection with the adoption of the Budget Committee's report as amended. I hope this motion will not prevail, and that the man who made the motion will withdraw it pending that action.

Mr. Lefkowitz: I cannot and will not withdraw the motion. We are now dealing with the most important matter before this convention. I am reluctant to have this delayed until the budget report comes up, when meanwhile, too, the great minds that believe in the policy of delay can manipulate the situation. We had that same battle on tenure and we stuck until we got the $10,000. I will stick it out until I go down in defeat in order that the profession may be protected adequately thruout the country in the next five years.

Mr. Lucal: I move that the second motion to amend be laid on the table.

Chairman Hinrichs: May I remind you that if that amendment is laid on the table, everything that goes with it, including the main motion, goes on the table, too. Is there a second? Hearing no second, it has failed for lack of a second. Is there any other discussion on the second amendment?

Mr. Rickards: I do not wish to be out of accord with the chairman of the Budget Committee. However, I should like to ask if it is too late to propose to the makers of the amendment, the second amendment, to insert the words, "not less than $10,000."

Mr. Trent: Might I answer the question by saying that the estimated amount or the amount indicated by the Budget Committee for this Commission is $12,500.

Mr. Saunders: I rather suspect that I am about as familiar with the finances of the Association as any other member of this Assembly, and I would like to state that the motion to appropriate $20,000 for this purpose would exceed the total income

of the Association—estimated—and in my judgment it is overestimated for the next year by $7500, and if you vote to appropriate $7500 in excess of the budget, I see no way of getting that unless you assess yourselves for that amount of money. I am rather inclined to think that this Assembly would not be disposed to attempt to put an assessment upon all the teachers of the nation for this or any other purpose and I hope, therefore, that the gentleman will either modify his motion to an amount not to exceed $12,500, which would be available for this purpose if the Assembly saw fit to vote it, in order that we might not run into serious financial difficulties in the coming year.

As you will see when the report of the Budget Committee is submitted to you, your Budget Committee has budgeted the entire anticipated resources of the Association for carrying on of the usual activities at our headquarters building, carrying on research, publishing our *Journal,* and all the other activities. If you appropriate $20,000 for this proposition, you will either have to curtail these regular activities of the Association, these services which we have been rendering all these years for the teachers of the nation, or else you will have to make some sort of assessment upon the teachers. There is in the budget the sum of $12,500 and no more for this purpose, if you care to vote it.

Chairman Hinrichs: Miss Tarbell of New York has the floor to ask a question of *Mr. Saunders.*

Miss Tarbell: I would like to ask *Mr. Saunders* if this proposed Commission would not be an excellent talking point for new members, if we might not be able to increase the amount of money coming in next year thru additional enrolments?

Mr. Saunders: Of course, that is entirely possible. I do not know whether it is probable or not. We have 211,000 members at the present time, which is the largest membership that we have ever had in the Association. Whether you can increase that by 20,000 in order to take care of this amount of money, I do not know. Somebody said you would only have to increase it 10,000, but you will remember of the $2 you pay, $1 goes to the publishing of the *Journal* and only $1 is available of that $2 for these general expenditures. You would have to increase your membership to take care of $20,000 by at least 20,000 members, and in the uncertain state of affairs and in the feeling of all our people that they do not know what is going to happen, I think people are rather reluctant, and will be rather reluctant, to join to the extent of 20,000. I hope that answers your question.

Miss Jelinek: I am waiting to speak on my own amendment.

Chairman Hinrichs: We must dispose of this one first. You will be recognized on your amendment after this one has been disposed of, under the rules that we adopted the other day as to the number of times that an individual may speak to the same question.

Mr. Lefkowitz: Mr. Saunders made a proposal to the movers of the amendment. *Mr. Saunders* made the plea that we have a deficit of $7500 if my amendment was carried. May I inform *Mr. Saunders* that some of the best organizations survive on an annual deficit. May I also inform him that the National Education Association has a reserve fund which certainly can be drawn on to the extent of $7500 and, more important than all, the loyalty of the members of this Association will produce $7500 for a real battle.

However, *Madam Chairman,* I am not one who desires to embarrass those in control of the funds of the National Education Association, tho I gladly will contribute to make up the deficit, and I will accept, if this body so desires, the limitation of $12,500, but I say to you when you do limit it, you show a lack of vision and courage and you will not accomplish what we must do to save the schools of the nation.

Chairman Hinrichs: Do I understand that *Mr. Lefkowitz* is substituting in his amendment $12,500?

Mr. Lefkowitz: If this body so desires.

Mrs. Barnes: Madam Chairman, there are four policy-making bodies in the National Education Association, namely, the Board of Trustees, the Executive Com-

mittee, the Board of Directors, and this Representative Assembly. It is only in this body that the classroom teachers have adequate representation. The budget setup is one of the few activities or features of this whole Association over which this delegate body has actual control. I urge the delegation to support the amendment made by *Mr. Lefkowitz.*

Martin Wilson (New York): In answer to *Miss Tarbell's* argument that we will get an increase in membership if we pass this, a statement was made that it would mean an increase of 20,000 members. Well, either the man who made that statement has a different system of arithmetic than I have, or else something is wrong. If there is $12,500 now in the budget and the increase is made to $20,000 it means an increase of members of 7500, not 20,000.

Chairman Hinrichs: Miss Alexander of North Carolina has the floor.

Miss Alexander: Leaders in the southern states have asked me to express their hearty approval of this proposed Commission. We have always worked for an increase in NEA membership. To be able to secure additional members, it will be necessary to make the National Education Association truly representative of our profession, as well as to finance the Commission. If we are given an effective Commission, in which the teachers have confidence, it seems to me with as many teachers as we have in the United States, if we cannot get enough members in the National Education Association to finance this proposed Commission, then we should not call ourselves truly a profession!

Miss McGough: I sincerely trust the amendment *Mr. Lefkowitz* stated originally with the $20,000 appropriation shall prevail. I think we have to recognize in this question of budgeting, whether it is an organization budget or an individual budget, that there are times when we have to decide which will come first, whether we may have a luxury or a near luxury.

I do not believe that we can overexaggerate the importance and the necessity of our organized expenses of education. Every one of you, I know, realizes that there has been a well-formulated program against education on a national scale, going back for a period of ten or more years, and today with the war situation and the defense program is the ideal opportunity for the people who wish to undermine education.

In 1932, I recall having to speak upon a program put out at that time by the national Chamber of Commerce—"Twenty Suggested Economies in the Realm of Education"—such things as cutting down the eight years of schoolwork, which existed for seven or eight years, eliminating kindergartens, eliminating special teachers, and so forth down the line; twenty points, as far back as 1932, that had been formulated and expressed as an economy program to be put into the field of education, at the expense of the children of the nation, under the guise of patriotism and flag-waving. We have had attacks and will have attacks more and more upon our schools, and we need to organize for defense. Let us remember that that is going to be our first and our biggest job now.

Chairman Hinrichs: (interrupting) I believe the limit for one speech is five minutes, according to the rules we adopted. *Miss Frank* of Oklahoma has the floor.

Miss Frank: I think there is some information concerning the finances of our Association that these delegates should know. I do not know the answer, but I think there are people here who do. We had a great increase in membership this year and our income this year was some thousands of dollars over the amount that was appropriated last year. The first thing I want to know is, what becomes of that amount? I do not like to quote the amount because I do not know it accurately, but it seems to me it is something in the neighborhood of $20,000 more income this year than was appropriated. Now, what becomes of the $20,000?

Chairman Hinrichs: That information is in the budget, *Miss Frank,* and I believe the question is not strictly pertinent to the vote on the amendment.

Miss Frank: I think it is. It is a question on money and it has been presented here; we find we do not have the money to support this $20,000 appropriation and I am trying to show that we do have the money, and if I am right, that we had the

money left over this year. We can increase our membership. The people pay their money to this Association to do this very thing, and it must have money. I am talking to *Mr. Lefkowitz'* recommendation on $20,000 for this Commission. I think we have the money. Why not, as suggested here, take $1 of all membership fees over the amount that the Budget Committee has appropriated this year and give it to this new Commission?

Chairman Hinrichs: The chairman of the Budget Committee is ready to offer some remarks on the budget that may answer *Miss Frank's* question.

Mr. Trent: The practice for a number of years has been to make the budget for the coming year equal to the income for the preceding year. When we submit the budget, you will find this statement setting forth the amount of income in excess of the expenditures for this last year, which amount is $34,320. That increase is incorporated in the budget for the coming year.

Lelia O. Brown (New Jersey): The Executive Committee of the New Jersey Teachers Association voted to endorse the formation of this Commission with adequate financial support. I urge that the Delegate Assembly go along with *Mr. Lefkowitz'* amendment and give this Commission adequate financial support.

Chairman Hinrichs: Miss Vail of Arizona has the floor.

Miss Vail: We have been speaking about a matter of $7500. I believe that if the National Education Association, with its membership of intelligent teachers, cannot secure that additional money, we are very weak. It seems to me that the criticism I have heard against the National Education Association in various sections of the country has been that it does nothing for the teachers. You have heard that yourself many times. The minute the teachers find out that we are interested in teacher problems and that we are trying to protect teachers' interests thruout the United States, we will have no difficulty with membership. The fact that only one-fifth of the teaching profession belongs to the National Education Association seems to indicate that perhaps the teachers have felt that not enough has been done for them.

Our experience in Arizona, when we advanced our state dues from $1 to $3.50, was not loss of membership but a decided increase of membership. When we consider that men belonging to the laboring union pay $50 for the privilege of belonging to the union and do it gladly, I think as educators we are certainly shortsighted when we seem to feel that we cannot raise this additional money. The sum of $20,000 is little enough. I feel sure that we would be able to raise that and even more. We appreciate what we pay for.

Mr. Blanchard: We of the National Education Association appreciate the watchfulness of the Board of Trustees over our finances. If we will go back to the 1934 convention at Washington, when we made the same demand from the floor that there should be ample financing of our Tenure Committee, that they might go and work for the teachers of the nation, we went thru the same argument we are going thru here now.

If you will turn to page 87 of the program, you will find that while making that argument, the membership of the National Education Association at that time was 154,377; as of May 31, 1941, it is 211,191, an increase of 57,000 members. I maintain that we have made good our promise to increase the membership of the National Education Association, to support the increased budget that we are asking for.

Mrs. Annie Laurie McDonald (North Carolina): In North Carolina last year we had an increase of membership of 7762 in the National Education Association. If all the states do as well this year to increase their membership in the National Education Association, there is no reason why we cannot help take care of this.

Mr. Dodd: It seems to me that over a period of years we have been accustomed to doing things by halves in the field of education. When people in other lines of work have a national job to do, they do not do things by halves, they go the whole distance.

I doubt whether we have had a problem that has come before the National Education Association in the last quarter of a century which meets in magnitude the type of work which will have to be set up by the schools of America.

It cannot be done for nothing; it costs money in this government of ours to do a job as big as this. I think the figure of $20,000 is ridiculously small for a job as big as this. I have no desire, however, to raise the figure. Having dealt with state budgets, I am well aware of what the Executive Committee has confronting them, but with 1,000,000 teachers in America, with more than 30,000,000 boys and girls, it seems to me that the small figure of $7500 could be raised for the greatest project the National Education Association has ever endorsed. I hope this motion to amend to $20,000 is carried.

Hubert V. Everly (Hawaii): I think we are all of the same mind. We have heard a lot of words. How about the previous question? I move the previous question.

Chairman Hinrichs: Are you ready for the question? The ruling is that you are to decide whether we will vote on the amendment now. I believe someone has moved the previous question. Is there a second to that motion?

(Seconded by a number of delegates.)

The question now is whether you are ready to vote on the amendment. All in favor of the previous question, that is, of your readiness to vote the amendment, please say "aye," opposed "no." The motion is carried.

The motion, at least the amendment, is before you. There will be no further debate; you just closed the debate. All in favor of the passage of the amendment which regards the appropriation of $20,000, with $10,000 of it earmarked, please say "aye," opposed, "no." The amendment is carried.

We are ready for consideration of the other amendment, which was the first one made by *Miss Jelinek* of Wisconsin and duly seconded, which is that the original motion for the formation of the Commission be amended so that the personnel of the Commission, if formed, will be as described in the circular of information. Are you ready for the discussion on that question of personnel?

Miss Jelinek: I believe that the personnel as set up in the mimeographed form has been carefully studied by the Executive Committee and is its recommendation to us. You notice that there is provision for ex officio service and for the appointment of people for this specific task. I consider that important. The motion which I seek to amend would make the entire Commission ex officio. That means that no one would be selected for this particular task. I consider that an unwise setup. Please support the amendment and give the Commission the personnel planned by the Executive Committee.

Francis S. Chase (Virginia): *Madam Chairman,* I am in favor of what has been said about acting in this emergency with fullness of imagination, but the amendment would, it seems to me, present the danger of creating a body that will take over the function of the National Education Association. We have an executive secretary of the National Education Association who quite properly is the voice of the teachers in this Association. He can speak with courage and, I believe, without fear.

What is called for by this amendment is partly a matter of research, partly a matter of public relations. We need, apparently, to expand in the field. Why not do it directly? If the staff is already overworked, let us increase the research and the public relations staff of the National Education Association and let that Association direct its whole energies toward promoting the cause of education, which is what is involved in the proposal.

Frank C. Heinisch (Nebraska): Point of information: I would like to have the reading of the original motion that we are voting upon and discussing.

Chairman Hinrichs: Mr. Burnham, will you read the original motion? However, the vote will be on the amendment, but someone has asked that we read the original motion.

Mr. Burnham: (reading the original motion)

> I move that a National Commission on the Defense of Democracy thru Education be set up to consist of such membership as the Executive Committee of the Association shall determine.

That the executive committee of said Commission shall consist of the Board of Trustees and the executive secretary of the National Education Association; that the Executive Committee of the National Education Association invite each state association to appoint a representative who is well informed and interested in public relations to serve on the National Commission as a representative of the state association; that the executive committee of the Commission shall select a secretary for the Commission, the secretary of the Commission to be employed by the National Education Association and to cooperate with the executive secretary of the National Education Association in carrying out the program of action outlined by this National Commission.

Chairman Hinrichs: You have heard the reading of the original motion. Is there any further discussion on the amendment?

Mrs. Myrtle Hooper Dahl (Minnesota): The Board of Trustees of the National Education Association is elected for the definite purpose of carrying on the financial business of the National Education Association. The members are elected by the Board of Directors to do one specific thing. This is a particular Commission. The finest people that we can get, whose interest lies along this particular line of work, should be selected, and I think it would be a serious mistake to appoint as the executive committee of this Commission our Board of Trustees. I sincerely hope you will support *Miss Jelinek's* amendment.

Mr. Archer: I wish to support this amendment. I think it does represent a better type of organization. I also wish to raise the question as to whether or not we have amended the amendment to the extent that if we should defeat this one, we would also defeat the proposal to spend $20,000, since that was an amendment to this amendment. Therefore, in order to carry the original, we also have to carry this one. Is that not right?

Chairman Hinrichs: No, the amendments are independent; the other one has been passed and whatever happens to this one, if the original motion is passed, the other one will still be a part of it.

Mr. Archer: That is not an amendment to the amendment?

Chairman Hinrichs: No. One has already been passed. The question is on the adoption of this amendment which was made first, that the personnel of the new Commission, if it is formed, be as indicated in the proposal. Is there any further discussion? *Mr. Saunders* would like to make a statement.

Mr. Saunders: I would like to state that in my judgment the Board of Trustees is not competent or equipped to undertake the task. If the gentleman will substitute some other organization, such as the Executive Committee, perhaps it could do the job, but the Board of Trustees could not carry out the functions set up in this organization as proposed here this morning. I certainly hope that you will not adopt any proposition that places upon the Board of Trustees such responsibility.

Mrs. Lindlof: I think that I am in the same position as others here. I did not hear *Miss Jelinek's* proposal, I was trying to find out what it was we were discussing.

Chairman Hinrichs: The Chair will explain again that we are getting ready to vote on the amendment made by *Miss Jelinek* that the personnel of the Commission, if the Commission is organized, or authorized rather, that the personnel be as set forth in the circular of information that the chairman was speaking from a little while ago. *Miss Jelinek,* do you wish to answer that?

Miss Jelinek: I arise to a point of information: I want to know whether in the original motion the president of the National Education Association was included on the Executive Committee of the Commission?

Chairman Hinrichs: You mean in the distributed mimeograph statement?

Miss Jelinek: No.

Chairman Hinrichs: In *Mr. Burnham's* motion, you mean? No, it was not.

Mr. Mooney: I would like to move, if it is in order, and after the parliamentarian tells me what motion to make, to make the Executive Committee rather than the

Board of Trustees responsible, or the responsible authority, for this important work. I think *Mr. Saunders* makes a point there. I would like to make that motion.

Chairman Hinrichs: It cannot be amended any further.

Mr. Mooney: I would like to ask *Mr. Burnham* if he will withdraw his original motion and make it read "Executive Committee."

Chairman Hinrichs: The question before the house is on the adoption of this amendment. Are you ready for the question?

Mrs. Barnes: May I ask a question? Do I understand that *Mr. Saunders* is favoring *Miss Jelinek's* amendment?

Mr. Saunders: I am in favor of the proposition as set up in the outline, not in the amendment which places responsibility upon the Board of Trustees, of which I happen to be chairman at the present moment, and I do not believe that the Board of Trustees can do this job. That was the proposition that I asked to have stricken from the amendment—that the responsibility be not placed upon the Board of Trustees.

I think the organization as set up in the proposal, which has had the careful consideration of the Executive Committee and of subcommittees of the Executive Committee for over a year, is all right, but it certainly would be all wrong to ask the Board of Trustees, five busy people who have other jobs to attend to and make a living, to undertake to do this work, which will require the full time of somebody, or several people, if you are going to do the right kind of a job. I am in favor of the proposition as set up and I think that was *Miss Jelinek's* motion, but I did not hear her when she made her motion and I do not want to mislead you on the matter.

Chairman Hinrichs: May I make this explanation. *Miss Jelinek's* amendment and the original mimeographed sheets that were distributed—

George Skewes (North Dakota): That is just the point I wished to make. We have been unfortunate in that our motion did not conform with the circular, the mimeographed circular of information. If you want the personnel as described in this mimeographed circular, then you support *Miss Jelinek's* motion. Apparently the Board of Trustees does not want the setup provided for in the original motion and I think we will be unanimously in favor of the amendment. I call for the question.

Chairman Hinrichs: The question has been called for.

Mr. Burnham: As mover of the original motion, I ask permission to speak on the amendment.

Chairman Hinrichs: You are voting now as you did before on whether you wish to vote on the amendment; you are not voting on the amendment but simply whether you wish to close discussion and then vote on it. All, then, in favor of the previous question, that is, of closing discussion preparatory to voting, please say "aye," opposed, "no." Undoubtedly the "ayes" have it. We are then ready to vote on the amendment. All in favor of the amendment which is that the personnel of the Commission be as described in the original circular, all in favor of that please say "aye," opposed, "no." The "ayes" have it, the motion is carried.

We are ready for the original motion as amended. Of course, we are voting now on the establishment of the Commission, the personnel of which will be as described in the original circular and supported by appropriations which you have authorized. Is that thoroly understood? Discussion is now on the main motion as amended.

Mr. Mooney: I think that the delegates would like to vote on the question of making it "Executive Committee"—is it too late to make a motion of that type?

Chairman Hinrichs: I am afraid so, because the delegate body has expressed its will on the matter of personnel.

Robert C. Keenan (Illinois): I have been asked by a few people what the appointment of this Commission would do to the function of the present Tenure Committee. I know *President DuShane's* views on the matter and that he feels that

the Commission would in nowise be in conflict with the activities and the duties of the core committee of the Tenure Committee.

However, I would like to ask if he would explain that fact, because in part of his statement today he explained that this Commission will not take over the duties of the various other committees, and I feel that he, with his thoro knowledge of the tenure work, could better make that explanation regarding the Tenure Committee than I.

Chairman Hinrichs: I will ask the president to speak to you now.

President DuShane: The work of the Tenure Committee of the National Education Association is definitely outlined and it would be a pity, considering its history and its future, to limit that Committee. There is nothing in the plans or the thought of those back of this proposal in any way restricting the Tenure Committee.

As a matter of fact, this Commission will strengthen the Tenure Committee. There can be an exchange of information and ideas and the Commission can be called upon privately by the Tenure Committee for help. The Tenure Committee has a specific job. It would be, I think, a shame if it was restricted, and I do not believe the National Education Association members or this delegate body would want any restriction of tenure.

In fact, if we are to defend our schools as we should, we need tenure for every teacher in America and we need to strengthen our Tenure Committee and help it. It needs the help of this new Commission and the help of all who are interested in protecting children in schools. There is no desire or intention in any way to restrict the Tenure Committee, but possibly to give it new agencies that may privately assist it.

Chairman Hinrichs: I think you have heard an adequate explanation. Is there any other discussion on the main motion as amended? We are voting, then, on the establishment of the Commission with personnel as specified in the amendment first adopted. All in favor of the main motion with the two amendments, please say "aye," opposed, "no." The motion is carried and the Commission is established. Your vicepresident is happy to turn the Chair over to your president.

(*President DuShane* returned to the Chair at this time.)

PROPOSED NATIONAL COMMISSION ON THE DEFENSE OF DEMOCRACY THRU EDUCATION[1]

Need

There is great need for a National Commission on the Defense of Democracy thru Education. The long-time vital function of education in our democracy must be maintained even in times of unusual expenditures for military defense. The marked increase of taxes which accompanies national defense expenditures tends to create strong pressures to reduce school costs and will be used as an excuse by numerous local, state, and national taxpayers' associations to reduce taxes without regard to results.

Various organizations have become active in recent months attempting to create a distrust of the efficiency of the public schools and of the loyalty of the teaching profession. This must be met and the future welfare of our country must be protected against any misguided efforts to curtail the best possible preparation of our girls and boys for citizenship. Proper legislation must be secured to insure adequate educational opportunities for all the children of our country and reasonable safeguards for our teachers.

Purposes

The purposes of the National Commission on the Defense of Democracy thru Education are:

To create public understanding and support of education thru informing leaders of lay organizations concerning educational purposes and needs; and

[1] Copies of the proposal were distributed to the members of the Representative Assembly.

to strengthen education thru analyzing and evaluating educational activities and recommending the discontinuance of those found to be unsound.

To investigate criticisms and movements against education, school systems, teachers colleges, textbooks, teachers organizations, and members of the teaching profession, and to publish the results of such investigations as are found to be significant and constructive.

To catalog the various groups opposing education, to investigate the sources of their funds, and to make resumes of their activities available to local and state teachers organizations.

To cooperate with state teachers associations in analyzing sources of taxation and financial conditions and to help coordinate the work of local and state associations with lay organizations.

To investigate alleged subversive teaching and to expose any teacher whose attitude is found to be inimical to the best interests of our country.

To acquaint individual teachers with their responsibilities for participating in the public relations program of the schools and to help them with their work in this field.

To bring to the teaching profession a greater unity of purpose in education for democracy and a better knowledge of methods of securing public understanding and support.

Personnel

It is proposed that the National Commission on the Defense of Democracy thru Education consist of approximately sixty members—an executive committee of ten, and one representative from each state teachers association.

The executive committee of the Commission will consist of the president, the chairman of the Board of Trustees, and the executive secretary of the NEA, plus seven other individuals appointed for terms of three years by the Executive Committee of the NEA.

The Executive Committee of the NEA cordially invites each state teachers association which has a state public relations committee to name the chairman of this group as a member of the National Commission. If the state association has no such committee, the Executive Committee of the NEA invites the state association to appoint a representative who is well informed and interested in public relations to serve on the National Commission as a representative of the state association.

The executive committee of the National Commission will select a secretary for the Commission. The secretary of the Commission will be employed by the NEA and will cooperate with the executive secretary of the NEA in carrying out the program of action outlined by this National Commission.

Finances

The executive committee of the National Commission will hold such meetings as are necessary for conducting the work of the Commission. The expenses for these meetings will be paid by the NEA. When the National Commission meets as a whole to determine general policies, the expenses of the executive committee of the Commission will be paid by the NEA; the expenses of the state representatives on the Commission will be paid by the respective state associations appointing them.

President DuShane: The next order of business is consideration of the report of the Tenure Committee, which will be made to you by *Mrs. Myrtle Hooper Dahl* of Minneapolis, chairman, and your president-elect.

(*Mrs. Dahl* supplemented the report on page 916 of this volume as follows:)

Mrs. Dahl: I shall make the tenure report brief. I hope all of you have a copy of the report in your hands and will read it at your leisure.

Your Tenure Committee has been busy thruout the year, as you will soon discover. The attacks upon education and upon teachers by patriotic-minded superintendents and patriotic-minded individuals have been causing a little difficulty, and the Tenure Committee has been doing all it can to help.

I would like to stress one phase of our work especially, because I think the results are encouraging. It has always been the hope of the Tenure Committee that each state association would have a tenure committee of its own, study the problems that arise in its own particular state, and then call upon the Tenure Committee for assistance. Of course, in states and in communities where there is no strong organization, or where, for some reason or other, the teachers are fearful, the Tenure Committee will come of its own accord upon notification; but we like much better to come in where we have been invited by the local and state organizations—either the state classroom teachers or the state association.

I would like to report two instances of fine work on the part of the local committees in investigating and assisting in some of the problems. I want to refer to Ohio, who this past year, thru their executive secretary's leadership and their executive committee, did some fine assisting in two difficult situations. I would like also to refer to Michigan, where they have elected an executive officer whose business it is to investigate cases thruout the state. They not only have done good work in their own states but have been most helpful to the Committee thru sending us reports and information. I hope the time is not far distant when we will have that same kind of activity in every one of our states.

Another part of the work I would like to refer to is the fact that we are growing. To my knowledge, we have three new states to add to our list at this meeting: Ohio, with statewide tenure; Iowa, with the continuing contract; and Illinois, with statewide tenure. The last I knew, the Illinois bill had not been signed, but I understand it will be, and I know you are as pleased as the National Education Association officers are in the accomplishments and fine work of these three states. However, I would like to add this warning, despite all our enthusiasm. I would like to say to the states that have just gotten their legislation thru—as one of the boys in my class would say, "You ain't seen nothin' yet!" The fight has just begun; now you have to hold it for the rest of your career!

We have in our report several cases of unjust treatment of teachers, which I will leave for you to read. In many instances we have not mentioned names deliberately, but we have simply stated the principle upon which we worked and where we thought the mistake was made. Some of you may recognize those cases. We also have a report from the newspapers in Oklahoma City, giving the final chapter on an investigation in regard to the activities of the former board of education—not the present board, which, I understand from the teachers, is made up of fine personnel.

We have published two bulletins this year, one of which is entitled *To Whom May Aggrieved Teachers Appeal?* If you are having cases in your state and wondering just what to do, that bulletin is very helpful. The other bulletin is entitled, *Court Decisions on Teacher Tenure Reported in 1940.* Those bulletins are yours for the asking, as is the tenure report, if you will write to the National Education Association for them.

The Tenure Committee is making five recommendations, as follows:

1. That full authority be given to the Committee to investigate, at its discretion, cases of unfair treatment and unjust discharge of members of the teaching profession, and to make public reports at a time and in such manner as in the Committee's opinion will be of benefit to the individuals investigated or to the teaching profession.

2. Continuation of the policy of studying various phases of teacher tenure, teacher welfare, and teacher protection, and the publication of the Committee's investigations.

3. Approval by the Association of the reports of investigated cases of discharged teachers contained in the annual report of the Committee.

4. Appropriation for the year 1941-42 of $10,000 for the use of the Tenure Committee when and as needed to carry out the tenure program of the Association.

5. Continuation of the practice of giving adequate space to the discussion of tenure and its problems in the *Journal.*

This report is submitted by the Core Committee. President DuShane sat in with us at all our meetings.

I move the adoption of the recommendations contained in this report.

(The motion was duly seconded.)

President DuShane: Are there any remarks?

Mrs. Emery C. Lively (Louisiana): In voting for the adoption of this report, is it possible that we may also commend the fine work of this Committee? As one who has knowledge of the value of that work, I should like to make that motion, if it is proper.

President DuShane: Is it your intention to make that motion as an amendment?

Mrs. Lively: Yes, that we amend the motion adopting the report by also adding the commendation.

President DuShane: It has been moved as an amendment that the report be accepted, and that the Committee be given the commendation of the delegate body. Is there a second?

(Motion was duly seconded, placed before the Assembly, and carried.)

President DuShane: Are there any remarks on the main question? If not, all in favor of adopting the Tenure Committee report indicate by saying "aye," opposed, "no." The motion is carried.

The next order of business is the report of the Committee on Resolutions. *George Skewes,* chairman of the Committee, will make that report.

(*Mr. Skewes* supplemented the report found on page 904 of this volume as follows:)

Mr. Skewes: You have in your hands copies of the report on resolutions. The report of the Resolutions Committee consists always of two parts—the Platform and the current Resolutions. The Platform this year is exactly as you adopted it last year. Therefore we will proceed at once to the Resolutions.

It has been suggested that I read all the Resolutions thru, and then go back to consideration of each of them in their order.

President DuShane: The parliamentarian suggests that instead of reading the entire group one resolution at a time should be read.

Mr. Skewes: The first resolution deals with the present emergency:

1. *The Present Emergency:* The National Education Association suggests that the profession chart its course in accordance with the following principles in the present emergency:

(a) The Association urges that teachers, as well as other patriotic citizens, should cooperate in the national defense program to protect our Republic by thought, word, and deed. Further, the Association condemns all groups and activities that tend to hinder or disrupt the efficient processes of the national defense program.

(b) The defense activities developed in many school systems should be continued and expanded as the need requires. Teachers should cooperate in educational measures in defense services when requested.

(c) The Association strongly condemns propaganda by any agency which seeks to undermine our democratic ideals. Neither freedom of speech nor academic freedom should be used as a cloak for activities or teachings subversive to the fundamental principles and ideals of the United States. Schools should continue to turn the searchlight of truth on alien ideologies so that Americans may know wherein our way of life is superior. This same search for truth will enable us to strengthen our democracy. Teachers should redouble their efforts to develop in every youth an active, intelligent, and profound loyalty to American principles and ideals.

(d) The Association urges that teachers do all in their power to promote national unity so that our morale may have a sound foundation that will enable our Republic to endure all stresses and strains. The ultimate line of national defense is in the loyalty, intelligence, health, technical skill, self-discipline, and character of our people.

(e) The Association advocates the full protection for all citizens of the liberties enumerated in the Constitution. Democracy cannot be successfully maintained if its essential elements are disregarded. Liberties are preserved only by the acceptance and exercise of accompanying responsibilities.

(f) Educational systems should continue to promote the ideal of international peace as the normal and desired relation among nations. Accordingly, the conditions essential to a just and lasting peace should be a part of school programs.

(g) Since education is essential to the preservation of our way of life, the defense needs of the country should be met with the least possible interference with the normal and necessary educational services. Strong consideration should be given to the needs of youth in any program before changing the minimum age for military conscription.

I move the adoption of the first resolution.

(The motion was duly seconded.)

President DuShane: It is moved and seconded that the first resolution be adopted. Are there any remarks?

Mr. Lefkowitz: I would like to offer an amendment, adding the word "fully" before the word "cooperate" in line 2. We want to indicate fullest cooperation, not lukewarm cooperation. Also in paragraph (c), after the word "intelligent" in the next to the last line I would insert the word "critical," making that last sentence read, "Teachers should redouble their efforts to develop in every youth an active, intelligent, critical, and profound loyalty to American principles and ideals." One of the troubles is that we have not developed a critical, and at the same time profound, accord with democratic ideals. I think it would be truer to our way of life to insert the word "critical" there.

President DuShane: With *Mr. Lefkowitz'* permission, let us consider the proposals; then go on to the others, because the report will be simpler.

Mr. Lefkowitz: That is quite all right.

President DuShane: The amendment is that we insert the word "fully" before the word "cooperate" in paragraph (a). Is there a second?

(The motion was duly seconded.)

Mr. Skewes: May I say that I am perfectly willing, on behalf of the Committee, to add the word "fully" before the word "cooperate." We thought, tho, that when we worked out the wording of this resolution there was nothing not included, but if you think this addition necessary we will be glad to make it.

President DuShane: Is there unanimous consent to insert the word "fully"? If there is no objection, the word will be inserted.

Mr. Lefkowitz, you had an amendment to offer on another section of this resolution.

Mr. Lefkowitz: In section (c), inserting the word "critical" to make it read "intelligent, and critical but profound loyalty."

(The motion was duly seconded.)

President DuShane: May I ask for unanimous consent to have that change made? Is there objection? To expedite matters, if there is no objection, those changes will be made.

Now, then, the motion is upon the adoption of Section 1 of the report, as amended by unanimous consent. All in favor signify by saying "aye," opposed, "no." The motion is carried.

Mr. Skewes: The second resolution is as follows:

2. *Education for Democracy:* The National Education Association takes pride in the American system of education which has always been actively concerned with the development of competent citizens. The present unlimited national emergency requires that efforts in this area be intensified. In this process, teachers should see to it that every child and youth in the land has an understanding of the history and present circumstances of our people and our institutions, that every child and youth has opportunity for practice in

the habits of democratic living, and that from this understanding and practice there develops a strong emotional attachment or loyalty to the ethical ideals of democracy and a sincere desire to make these ideals prevail in the world.

I move the adoption of this resolution.

(The motion was seconded by several delegates.)

President DuShane: Are there any remarks? If not, all those in favor of adopting Resolution No. 2 signify by saying "aye," opposed "no." The motion is carried.

Mr. Skewes: The third resolution is as follows:

> *Undesirable Teachers:* The National Education Association is opposed to the employment, in any school, college, or university, of any person who advocates or who is a member of any organization that advocates changing the form of government of the United States by any means not provided for under the federal Constitution.

I move the adoption of this resolution.

(The motion was seconded by several delegates.)

Mr. Lefkowitz: I do not like the psychology embodied in the title, "Undesirable Teachers." It is my hope to create the impression that the fact that a person is a teacher indicates quite clearly that he is a loyal person. Therefore, I think we ought to describe loyalty in other terms, because the body indicates clearly that we have no use for those who are disloyal. I do not like the term "Undesirable Teachers." It helps our enemies who are seeking tax reduction, because they can claim even we say there are undesirable teachers. We hope there are no undesirable teachers anywhere!

President DuShane: Your amendment, then, is to substitute the word "loyal"?

Mr. Lefkowitz: Either "loyal," or some other word which the Committee may desire.

President DuShane: We must have a definite proposal.

Mr. Lefkowitz: If it is satisfactory to the Committee, I will put in the word "loyal."

(*Mr. Cram* of Iowa arose to speak.)

President DuShane: Just a minute, until the question is stated. Is there a second to *Mr. Lefkowitz'* amendment?

(The motion was seconded.)

President DuShane: It has been moved and seconded that the word "loyal" be substituted for "undesirable." That particular question is open for debate and I recognize *Mr. Cram* of Iowa.

Mr. Cram: I was simply trying to find out what *Mr. Lefkowitz'* amendment was so I would know what I was voting on. I am perfectly willing to vote for his amendment, but it does seem to me that Resolution No. 3 might just as well be headed "Teachers," leaving out any adjective whatever.

Mr. Lefkowitz: I have no objection to any terminology, provided the word "undesirable" is eliminated, because the psychology of it is bad.

President DuShane: Then the only question before the house is substituting the word "loyal" for "undesirable."

Mr. Skewes: The Committee is willing to use the word "loyal" if you are willing to give unanimous consent to changing it.

President DuShane: Do I have the unanimous consent of the delegates to substitute "loyal" for "undesirable"? Are there any objections? If not, the motion is passed and the word "loyal" is substituted for "undesirable."

Edward T. Myers (Pennsylvania): I would like to know if I may have the right to interrogate the gentleman from New York?

President DuShane: The question now is, do you object to giving unanimous consent?

Mr. Myers: I do.

President DuShane: Then we are back on *Mr. Lefkowitz'* motion, and we will discuss that. You may have the floor.

Mr. Myers: I would like to ask how anyone would interpret a "loyal teacher" as being one who would want to overthrow this government by means not provided in the Constitution.

Mr. Rickards: I think that it would be an even greater mistake to insert the word "loyal." It would give those who are opposed to public schools a stronger weapon to use. I think that if we are going to make a change, let us take the words out entirely and have nothing as a title for that paragraph.

Mr. Lefkowitz: As I said at the beginning, it is immaterial to me. I merely wanted to eliminate a bad and undesirable term, and if the Committee will indicate its wishes in the matter, I am sure the delegates will abide by their decision.

Mr. Rickards: I would like to offer a substitute motion to the amendment; that the title of this paragraph be stricken entirely.

(The motion was duly seconded, placed before the Assembly, and lost.)

President DuShane: The Chair holds that the substitute motion is lost. We still have before us the amendment of *Mr. Lefkowitz,* that we use the words "loyal teachers" instead of "undesirable teachers."

Mr. Archer: I move a substitute motion, to substitute the word "teachers" for the words "loyal teachers," as proposed in the other amendment.

Mr. Cram: I second the motion.

Mr. Lefkowitz: That is agreeable to me.

(The motion was placed before the Assembly, and carried.)

President DuShane: The question now is as to the motion to adopt Resolution No. 3 as amended, with the word "undesirable" taken out of the title.

(The motion was placed before the Assembly, and carried.)

Mr. Skewes: Resolution No. 4 reads as follows:

> 4. *Inter-American Friendship:* The National Education Association rejoices over the increasing understanding and cooperation among the peoples of the Americas and advocates the continuation and extension of all programs which will promote inter-American friendship. It urges that elementary and secondary schools do all they can to foster this spirit of friendship, and recommends that the colleges of the United States assist in the development of closer ties thru appropriate courses and the exchange of students with colleges of other American countries.

I move the adoption of this resolution.

(The motion was duly seconded.)

President DuShane: Are there any remarks? If not, all in favor signify by saying "aye," opposed, "no." The motion to adopt Resolution No. 4 of the Committee's report is carried.

Mr. Skewes: Resolution No. 5 is as follows:

> *Federal Aid:* The National Education Association urges that the federal government appropriate funds for public education to support activities designed to strengthen intellectual and emotional participation in American life and to equalize educational opportunity in the several states and territories. To accomplish these ends the Association endorses the principles embodied in Senate Bill 1313. It further urges the incorporation of all federal educational functions, other than instruction conducted by a branch of the armed forces, under the United States Office of Education, and that funds for all such educational purposes be distributed thru the various existing state departments in order to secure greater economy, more efficiency, and better coordination of effort in their distribution.

I move the adoption of this resolution.

(The motion was duly seconded, placed before the Assembly, and carried.)

Mr. Skewes: Resolution No. 6 reads:

6. *Federal Educational Activities:* The National Education Association recommends that all possible caution should be used by the federal government to avoid duplication of effort by agencies established because of the emergency with those of the regularly constituted channels of public education, that the educational work of emergency agencies be directed by individuals having training equivalent to that required of those who work in the regularly organized channels of education, and that federal educational agencies created for the emergency be continued only for the duration of the defense emergency.

I move the adoption of this resolution.

(The motion was duly seconded, placed before the Assembly, and carried.)

Mr. Skewes: Resolution No. 7 is as follows:

7. *Reorganization of School Districts:* The National Education Association urges a reorganization of small school districts into larger ones by grouping extremely small enrolments into larger and more stimulating student bodies in order to secure more efficient and economical units, more expert administration and supervision, better buildings and equipment, richer programs of studies, and equalization of taxable wealth.

I move the adoption of this resolution.

(The motion was duly seconded, placed before the Assembly, and carried unanimously.)

Mr. Skewes: Resolution No. 8 is as follows:

8. *Adoption of Textbooks:* The National Education Association urges that bodies adopting books for use in public schools do so only upon the recommendation of committees composed of teachers who are adequately trained and regularly employed by school systems.

I would like to ask unanimous consent to leave out the word "only" in the third line.

President DuShane: Do we have unanimous consent to omit the word "only" in the third line? Hearing no objection, that word will be left out.

Mr. Skewes: I move the adoption of this resolution as amended.

(Motion duly seconded by a delegate.)

Pearl Donoho (Nebraska): I wish to amend this resolution by inserting the words "of a majority" after the word "composed." It would then read "upon the recommendation of committees composed of a majority of teachers who are adequately trained and regularly employed by school systems."

(The motion was seconded by a delegate.)

President DuShane: The motion has been made and seconded that the resolution be amended by adding the words "of a majority" after the word "composed." Any remarks?

Mr. Skewes: May I speak on that? I believe that if the committees represent the teachers, they would not be representative merely of a majority, they would be representing all the teachers. I think the original wording is a little better than your wording. The idea is fine, but I think it would be better to leave it the other way.

President DuShane: Any further remarks? If not, all those in favor of this amendment please signify by saying "aye," opposed, the contrary. The amendment has failed.

The question is now upon the adoption of Resolution No. 8 as read, with the omission of the word "only."

(The motion was placed before the Assembly, and carried unanimously.)

Mr. Skewes: Resolution No. 9 reads as follows:

9. *Retirement:* The National Education Association endorses the principle that teachers thruout the United States should be adequately protected by sound retirement systems and urges that all available resources of the Asso-

ciation be marshaled to promote sound retirement systems in those states where they do not now exist, to protect existing systems that are sound, and to strengthen those which are now inadequate.

I move the adoption of this resolution.

(The motion was duly seconded by a delegate.)

Helen Bradley (Ohio): I wish to serve notice that when the budget report comes up later, Ohio wishes to present a request for $5000 in the budget so that we can take care of the work suggested in the resolutions. We are not making this as a recommendation for a change in the resolutions because we feel it unwise to have an amount of money appear in the resolutions. It would look as tho we were giving a lot of money to retirement and none to tenure or the others, so we are waiting to propose this as a part of the budget.

President DuShane: Are there any further remarks? If not, all in favor of resolution 9 as read signify by saying "aye," opposed, "no." The motion is carried unanimously.

Mr. Skewes: Resolution No. 10 reads as follows:

10. *Employment of Qualified Teachers:* The National Education Association condemns the certification of inadequately prepared teachers when a shortage exists in some areas. It recommends that the deficiency be met by the combination of small units or by the employment of qualified teachers from other places.

I move that the resolution be adopted.

(The motion was duly seconded, placed before the Assembly, and carried unanimously.)

Mr. Skewes: Resolution No. 11 is as follows:

11. *Public Relations:* The National Education Association recommends that all teachers assume greater responsibility for the promotion of a more effective cooperative attitude among the teaching profession, school patrons, and citizens generally.

I move the adoption of this resolution.

(The motion was duly seconded, placed before the Assembly, and carried unanimously.)

Mr. Skewes: Resolution No. 12 is as follows:

12. *Offensive Literature:* The National Education Association condemns the display, sale, and circulation of indecent literature, and urges campaigns and appropriate legislation that will bring about the removal of such literature from newsstands, book racks, and libraries.

I move the adoption of this resolution.

(The motion was duly seconded, placed before the Assembly, and carried unanimously.)

Mr. Skewes: Resolution No. 13:

13. *Hatch Act:* The National Education Association urges amendment of the Hatch Act so that all teachers may exercise their civic rights.

I move the adoption of this resolution.

(The motion was duly seconded by a delegate.)

Miss Broderick: This resolution is a fair resolution. It condemns a practice that is meritless in its results upon the welfare not only of teachers as teachers but of teachers as citizens. This Association is on record as believing the American system of government is the best yet devised by man for the governing of a free people. Our own *Commissioner Baker* has said, in his plain talk relating to the discussion of the teacher's responsibility to assume leadership in the intelligent use of the ballot, that too much blood has been shed in the struggle for the franchise for teachers to regard lightly the right to ballot, or to exercise that right without a deep and

abiding sense of responsibility. Yet we, who are the National Education Association, have remained inactive, while there has been spread upon the federal statute books legislation which makes teachers in the several states almost inactive, which makes the mirage of economically sound retirement, intelligent civic leadership, and the civic-mindedness of teachers in several localities annulled.

Believing that we have a solemn obligation to restore to the teachers of the nation the right to full and active participation in the affairs of American government, we propose the following amendment to Resolution No. 13. It will read as printed, followed by this addition: "and the National Education Association, thru its Representative Assembly, instructs its Legislative Commission promptly to take, and vigorously to press for, such action as is necessary to secure the enactment into law of the provisions necessary to accomplish this purpose."

I move the adoption of this amendment.

(The motion was seconded by *Mrs. Lindlof.*)

President DuShane: Are there any remarks? Are you ready for the question? Those in favor of the amendment will please signify by saying "aye," opposed, "no." The motion is carried.

Now the question is upon the motion to adopt Resolution No. 13 relative to the Hatch Act, as amended. Are there any further remarks? If not, all in favor please signify by saying "aye," opposed, "no." The motion is carried.

Mr. Skewes: Resolution No. 14 reads as follows:

> 14. *Senator Harrison:* The National Education Association regrets the untimely death of Senator Pat Harrison of Mississippi, a splendid American and a true friend of education. The loss of his leadership in sponsoring legislation looking to equalizing educational opportunity is a severe blow to the schools of the United States.

I move the adoption of this resolution.

President DuShane: The Chair calls upon *Mr. Cooper* to second the motion.

H. V. Cooper (Mississippi): I asked for the privilege of expressing the appreciation of the teachers and the citizens of Mississippi for this recognition of our distinguished *Senator Harrison,* and I wish to express also the personal appreciation of the delegates from Mississippi for this splendid recognition. I wish at this time to second the motion.

(The motion was placed before the Assembly, and carried unanimously by a rising vote, as suggested by *Mr. Rowen* of Wisconsin, in tribute to the late *Senator Harrison.*)

Mr. Skewes: Resolution No. 15 reads as follows:

> 15. *Appreciation:* The National Education Association is very appreciative of the hospitality and courtesies extended by the authorities and citizens of the Commonwealth of Massachusetts and the city of Boston on the occasion of its seventy-ninth annual convention. The Association thanks all who have helped to make the convention a success.

I move that the resolution be adopted.

(The motion was duly seconded.)

Arthur F. Corey (California): I would like to move an amendment to Resolution No. 15, that it read as follows: "*15. Appreciation.* The National Education Association is very appreciative of the hospitality and courtesies extended by the local press and radio, the authorities and citizens of the Commonwealth of Massachusetts, and the city of Boston on the occasion of its seventy-ninth annual convention. The Association thanks all who have helped to make the convention a success." I so move.

President DuShane: It has been moved that the resolution be amended to include the words "local press and radio." Is there a second?

Mr. Skewes: I second that motion and suggest we give unanimous consent.

(The motion was placed before the Assembly and carried unanimously.)

President DuShane: The vote is upon the motion to adopt Resolution No. 15 as

amended. Are there any further remarks? If not, all in favor of the motion signify by saying "aye," opposed, "no." The motion is carried.

Mr. Mooney: Do I understand that in Resolution No. 9 "sound retirement systems" includes social security?

President DuShane: The question now is on the adoption of the resolutions as a whole, as amended.

Mr. Mooney: I do not——

President DuShane (interrupting): Just a minute. You will be given the floor as soon as there is a motion before the house on the adoption of the resolutions as a whole. Then you can bring up your question on a particular item. If you will bear with me, I think that will be the best procedure.

Is there a motion to adopt the resolutions as a whole?

B. F. Stanton (Ohio): I move the adoption of the resolutions as a whole.

(Motion seconded by *Mr. Skewes.*)

Mr. Mooney: I should like to have it noted in the minutes that the words "sound retirement systems" include the extension of social security to those teachers who need that security. I do not want to mention it in the resolution, but merely wish to have it noted in the record that it does include the extension of social security wherever necessary.

President DuShane: Are there any other remarks? If not, all in favor of adopting the resolutions as a whole, as amended, signify by saying "aye," opposed, "no." The motion is carried.

Next we come to the Platform.

Mr. Skewes: I think it would be an excellent thing if every teacher attending this convention would, after he gets home, read thru the Platform of the National Education Association. I think it would be a fine thing for every person in the teaching profession to become familiar with it. However, I do not think you want to take the time now to have me read it thru, and since there are no changes recommended by the Resolutions Committee in the Platform this year, I move the adoption of the Platform as printed.

(The motion was seconded by *Mr. Wilson.*)

Mr. Lefkowitz: That means that pages 7, 8, 9, 10, 11, and 12 are adopted by that motion?

President DuShane: Yes. It includes the whole Platform.

Mr. Lefkowitz: I desire, for clarification, to offer three verbal amendments:

On page 10, subdivision No. 2, insert the word "public" before the word "schools," so that it will read, "Each state should provide for a system of free public schools."

On page 11,——

President DuShane (interrupting): We will take up your amendments one at a time. The motion is to amend Section 2 under "B," page 10, by inserting the word "public" before the word "schools." Is there a second?

(The motion was seconded by *Mrs. Lindlof.*)

Mr. Skewes: I believe the idea of "free schools" being public schools is generally accepted. I would like to make one suggestion. We have this Platform, and I think it is wise not to change it too frequently. The Resolutions Committees have been the most frequent offenders, trying to change a word here and there in order to get something a little clearer. I think we should not change our Platform unless we have some major elements of change. I am perfectly in agreement with the idea that this should read "public schools," but for that reason I am making the suggestion that it be left as it is.

Mr. Lefkowitz: I agree with the chairman of the Committee on Resolutions, but if you will turn to the next page where I propose to offer an amendment by inserting the word "public" you will see the significance of the amendment.

If you will look on page 11—I am not making a motion, but in order to clarify things I offer the following. If you will look under "C" on page 11 you will see it reads, "Each state should provide for the support from public funds of a com-

plete system of free schools." There again I desire to introduce the words "free public schools," because there is a movement to divert public funds from public schools. Unless you put in the word "public" you imply that you are supporting something which you may not approve.

President DuShane: Are there any further remarks? If not, all in favor of inserting the word "public" so that it will read "free public schools," indicate by saying "aye," opposed, "no." The motion is carried.

Mr. Lefkowitz: I move that paragraph "C" on page 11 also be changed to read "free public schools." It now reads, "Each state should provide for the support from public funds of a complete system of free schools." After the word "free" I would insert the word "public."

(The motion was duly seconded, placed before the assembly, and carried.)

President DuShane: Now on the original motion, to approve the Platform as amended. Are there any remarks? If not, all in favor signify by saying "aye," opposed, "no." The motion is carried.

The next order of business is the report from the Board of Trustees. I shall call upon *Mr. Saunders* of Virginia, who is chairman of the Board.

(*Mr. Saunders* supplemented the report on page 834 of this volume as follows:)

Mr. Saunders: You have just had passed to you two documents, one of which deals with the financial report of the Board of Trustees.

If you will turn to page 1 of that report you will find, first, a comparative statement of the assets of the permanent fund of the Association as of the current year, May 31, 1940, to May 31, 1941. The total assets of this fund as of May 31, 1941, were $889,778.73. Apparently, it would seem that the permanent fund has been reduced by the sum of $4,646.37. As a matter of fact, the third item in the table, "Life Membership notes, less Reserve"—we have canceled a great many of those notes, owing to death, changes in profession, and nonpayment for other reasons. The loss of those Life Membership notes actually increases the amount of our assets, however, in view of the larger reserve.

If you will turn to page 2, I would like to call your attention to the third paragraph. To save time I shall not read all the paragraphs. As you will note, the value of the Association's property is continually being enhanced.

We have an equity of $40,000 in our retirement fund, which we do not carry as a permanent asset, however, because it is an obligation to carry our retirement.

All the funds have been budgeted, and in my judgment I think you should be careful about exceeding the funds that are budgeted, because some of those funds may not be realized in the coming year. I will not take the time to explain that statement, but all the reports under consideration are here in this booklet.

I submit to you, as the report of your Board of Trustees, the statements which I have made and the printed report for whatever action you may deem wise to take.

President DuShane: The report is before you. Do I hear a motion for its adoption?

W. B. Irvin (Texas): I move that the report of the Board of Trustees be adopted.

(The motion was seconded by *M. D. Collins,* Georgia, placed before the Assembly, and carried unanimously.)

President DuShane: In order to expedite business this morning, with your permission we are making a minor change in regard to the roll call by states. That will be omitted, provided you will hand in your comments, and they will be mimeographed for distribution at the Hotel Statler. Many of you have not reduced your statements to writing, and we ask that you do so and turn them in to the desk before we adjourn.

With your permission, we will have a short entertainment for a few minutes. I hope you will all stay, as we still have several matters of important business to transact.

(Entertainment followed.)

President DuShane: The next item of business is the report of the treasurer.

(*Treasurer B. F. Stanton* then read his report and moved its adoption. The motion was duly seconded, placed before the Assembly, and carried. See page 854 of this volume for the report.)

President DuShane: The treasurer's report is accepted unanimously.

The next order of business is the report of the Auditing Committee. *Lester A. Rodes,* supervising principal of schools, South River, New Jersey, is chairman of that Committee, and will give the report.

Mr. Rodes: The report of the Auditing Committee is as follows:

June 30, 1941

To the Officers of the
National Education Association,
and Members of the Representative Assembly:

The undersigned members of the Auditing Committee for the year 1940-1941, submit that they have received a full and detailed report of the audit of the Operating and Permanent Funds of the Association and of the Treasurer's Report for the current year, made by Wayne Kendrick and Company, Certified Public Accountants, as of May 31, 1941. They have examined the same and are satisfied the records audited are in proper form, complete, and accurate, and recommend the report of the professional auditors, herewith submitted, be accepted as the report of the Auditing Committee to this Representative Assembly.

(signed) Lester A. Rodes, *Chairman*
Wilhelmina F. Bertsch
Mary J. Sweeney.

Mr. President, I submit the report, and move its adoption.

(The motion was duly seconded, placed before the Assembly, and carried unanimously.)

President DuShane: The next order of business is the report of the Budget Committee. *W. W. Trent* of Charleston, West Virginia, is chairman of that committee, and will present the report.

(*Mr. Trent* supplemented the report on page 855 of this volume as follows:)

Mr. Trent: As indicated on page 2 of the printed report, the Budget Committee recommends expenditures for 1941-42 equal to the income for 1940-41. The Committee met on Saturday evening of last week, and again on Tuesday afternoon of this week. The results of its deliberations were submitted to the Board of Directors and approved and are recommended to you for adoption.

I call your attention to paragraphs 1, 2, and 3 on page 2 of the printed report, which read as follows:

1. Amounts recommended for 1941-42 equal the income for 1940-41, $587,637, which is $29,244 more than that for 1939-40.

2. Expenditures for 1940-41 are $34,320 less than income for 1940-41 and are $5,076 less than the amount of expense authorized in the budget for 1940-41.

3. The only item recommended, additional to those of recent years, is that for the support of the National Committee on Education and Defense.

By your action this morning, a new item was added, a new Commission on Defense of Democracy thru Education, in the amount of $20,000, with $10,000 earmarked for the general purposes now being served by the Committee on Tax Legislation, making a total of $595,137 instead of $587,637.

On the following pages are summaries of the amounts I have just read to you. I shall not read them, except to call your attention to the change in the secretary's Contingent Fund from $14,355 to $1,855, and add the item "New Commission, $20,000," making the grand total expenditures $595,137. The difference between $587,637 and $595,137 is the $7500 appropriated this morning.

Mr. President, I move the adoption of this report.

(The motion was duly seconded.)

Miss Bradley: I move to amend the report of the Budget Committee to include this statement: "That the Executive Committee budget $5000 for the use of the Joint Retirement Committee, to give service when requested by the teachers of any state, in addition to sums already appropriated."

(The motion was seconded by *Daisy Brown,* Minnesota.)

President DuShane: It has been moved and seconded that the amendment as read be adopted. Are you ready for the question?

Miss Bradley: Ohio will go home to do what she can to raise the additional budget which we have accepted as our obligation at this meeting.

President DuShane: Are you ready for the question? All in favor signify by saying "aye," opposed "no." The motion is carried.

Are there any further amendments to the report of the Budget Committee? Any amendment to item 1—Board of Trustees; item 2—Executive Committee; 3—Elected Directors; 4—Office Expense for President; 5—Executive Secretary's Office; 6—Publicity Section; 7—Division of Accounts and Records; 8—Division of Membership; 9—Promotion and Maintenance of Membership; 10—Division of Field; 11—Division of Business; 12—Division of Affiliated Associations; 13—Division of Publications; 14—Division of Administrative Service; 15—Division of Research; 16—Division of Rural Service; 17—Physical Plant; 18—General Office Expenses; 19—Annual Conventions; 20—*Journal of the National Education Association;* 21—Other Publications; 22—Expenses of Delegates; 23—Association Membership Fees; 24—Retirement Annuities and Insurance; 25—Departments; 26—Committees and Commissions; 27—Educational Policies Commission; 28—National Committee on Education and Defense; 29—Secretary's Contingent Fund?

Mr. Lefkowitz: My printed copy of the report shows $2200 as the amount recommended for 1941-42 under item 28—National Committee on Education and Defense. Do I understand that the chairman of the Budget Committee has changed that to read "$20,000"?

President DuShane: No, this is a joint committee, and we will come to that later. That will be item No. 30, which is not given in the printed report, setting up $20,000 for the new commission, with $10,000 set aside for tax purposes. There is also an amount of $12,500 subtracted from the total amount shown in item No. 29—Secretary's Contingent Fund.

Mr. Lefkowitz: I just wanted to make sure. I move that No. 30 be added to provide for the $20,000 which we voted for this special commission.

Mr. Trent: My motion included item 30—$20,000, with $10,000 earmarked for the general purposes now being served by the Committee on Tax Legislation.

Mr. Lefkowitz: That is agreeable.

President DuShane: Are there any other comments? The question, then, is before you on the adoption of the budget as amended. Are there any remarks? If not, all in favor signify by saying "aye," opposed, "no." The motion is carried, and the budget is adopted as amended.

The next item of business on our program is the roll call of states. With your permission, we will dispense with that. I wish, however, that each delegation would bring its report down to the table in front of the hall before adjournment.

Secretary Givens: With the president's permission, I will call the roll of those states which have not turned in their reports. Please send these reports to the front before the close of this meeting. They are to be mimeographed and will be available at the Statler Hotel this evening to those who want them.

President DuShane: Your chairman, having been a delegate for a great many years, is going to refrain from making any remarks as provided on your program. With your permission, I will dispense with "Remarks by the President."

Now we are ready for the "Unfinished Business." Is there any unfinished business to come before the Assembly? If not, we will go on to "New Business." Is there any new business to come before the delegate body?

Secretary Givens: I have two or three recommendations which have been

passed by the Executive Committee and by the Board of Directors and sent to you for your consideration, the first of which reads as follows:

1. Membership goal for 1941-42 to be the same as for 1940-41
(a) States which have enrolled 90 percent or more
(b) States which have increased membership 500 or more over the previous year
(c) All others which have increased membership 10 percent or more over the previous year.

Mr. President, I move the approval of this recommendation of the Executive Committee and the Board of Directors.

(The motion was duly seconded, placed before the Assembly, and carried unanimously.)

Secretary Givens: The second recommendation, coming also from the Executive Committee and the Board of Directors, specifies that we serve notice that two new departments will be up for consideration before this body a year from now. Those two new organizations asking for the status of departments are the American Industrial Arts Association and the Association of Junior Colleges. All that we ask is that you approve the privilege of presenting these two requests, that these two organizations be considered, and action taken upon them as to possible departments one year from now.

Mr. President, I move the approval of this recommendation.

(The motion was duly seconded, placed before the Assembly, and carried unanimously.)

Secretary Givens: The next is a recommendation that we now, at this convention, bring about a merger of the International Council for Exceptional Children with our Department of Special Education, and that the name be changed to "International Council for Exceptional Children, a department of the National Education Association." The Executive Committee and the Board of Directors have approved this merger, bringing into the organization one which has heretofore been outside the National Education Association—the International Council for Exceptional Children—and merging that with our Department of Special Education, to be known as the "International Council for Exceptional Children, a department of the National Education Association."

Mr. President, I move the approval of that recommendation.

(The motion was duly seconded, and placed before the Assembly, and carried unanimously.)

President DuShane: I have one announcement to make. It is that the polls for the election of officers close according to action taken by this Representative Assembly, at 3:00 P.M. this afternoon. The voting is in the exhibit hall next door, so if you have not voted, remember that the polls close at 3:00 P.M.

The Chair now recognizes *Mr. Shaw.*

Mr. Shaw: May I remind you to bring to the table or platform any copies of your appraisal blanks which are properly filled out. If some of you do not have them completed, you still have the opportunity of sending them directly to the National Education Association Service Center, or directly to *Secretary Givens* in Washington.

Yesterday I presented to you a motion proposing to put into our qualifications for membership a provision similar to the thought contained in Resolution No. 3. The proposal was signed by *Mr. Skewes* as chairman of the Resolutions Committee, *C. F. Dienst,* chairman of the Joint Committee with the American Legion, and myself. It is so serious a matter that it is desirable for us to act upon it this year, rather than wait until next year for a two-thirds vote, by giving unanimous consent for its adoption.

I shall read the proposed amendment to the Bylaws, as checked over by the Rules Committee. It will amend Article I, Section 1, by adding: "Provided, however, that no person shall be admitted, or continued in membership in the

National Education Association who advocates, or who is a member of an organization that advocates, changing the form of government of the United States by any means not provided for in the Constitution of the United States."

I ask unanimous consent for the adoption of this amendment to the Bylaws.

President DuShane: Unanimous consent has been asked for this amendment to the Bylaws. Are there any objections? There being no objection, it is ordered that this amendment be carried.

(At this point *Mr. Doe* of Hawaii began reading a statement regarding conditions in the Hawaiian Islands. He was interrupted by *President DuShane.*)

President DuShane: In the interests of conserving time, as the hour is growing late, I wonder if we might include your statement in the records without having all of it read.

Mr. Doe: If the delegation will give me unanimous consent to include this without reading, I will be glad to do that.

President DuShane: I will put the question. Unless there is objection, it will be included in the minutes of the meeting without motion.

(The statement by *Mr. Doe* is as follows:)

"Because I believe that every contribution to our thinking which will help to allay suspicion, distrust, and hysteria in these troublous times is a contribution to national defense, I wish now to call to your attention something which I believe will help in that direction.

"There have been many untruths and half-truths about Hawaii and its citizens broadcast thruout this nation by national publications. One is that most of the residents of Hawaii are not American citizens. Actually, of our population of 423,000, only 18 percent are aliens (1940 Census).

"Another untruth is that, by and large, the American citizens of Japanese ancestry are disloyal to the United States. Many of us have parents and grandparents who were not born citizens of this country, but we would resent it strongly if our loyalty as Americans should be impugned because of that fact. Yet that is just what is being done, thoughtlessly by many, intentionally by some, referring to our American citizens of Japanese ancestry. Whoever spreads such ideas is sowing seeds of dissension in our midst, and thus giving aid and comfort to our enemies.

"Let me read to you an excerpt from a public address made recently by *Lieutenant-General Walter A. Short,* commanding general of the Hawaiian Department of the United States Army, regarding this question:

> Maui News, June 7, 1941: General Short said there have been no racial differences between enlisted men in the Hawaiian Department despite the fact that a large number of draftees are Americans of Japanese ancestry.
>
> The conduct of the selectees of Japanese ancestry and their enthusiasm in their work after being inducted into service has been such as to leave no doubt as to their loyalty, according to General Short. The reaction of the population of Hawaii, of Japanese descent, has shown that there is no objection on their part to the drafting of their sons; on the contrary, the population of this racial extraction has exhibited pride in the fact that their sons are being trained in defense.

"I believe this statement is important enough to merit widespread publicity, and therefore I ask you to repeat it in your home communities."

President DuShane: Secretary Givens has a matter of new business.

Secretary Givens: I have a statement I would like to propose for your consideration. It is addressed to *Mr. Ramsbotham,* president of the Board of Education, London, England:

> Dear Mr. Ramsbotham:
>
> The National Education Association of the United States, representing 900,000 teachers, in annual convention assembled, sends cordial greetings and an expression of admiration for the fine courage and indomitable spirit with

which you are carrying on and improving your practices of democratic education during these trying times.

We hope that the teachers of your country and ours can soon develop practical cooperation for the maintenance and improvement of the democratic way of life.

We will win! Keep them flying!

Respectfully submitted,

Mr. Chairman, I would like to suggest the approval, if it meets with the consent of the Representative Assembly, of this statement.

(The motion was duly seconded, placed before the Assembly, and carried unanimously.)

President DuShane: Is there any further new business to come before the House?

Miss Adair: On Tuesday you decided that all the amendments to the Bylaws and Rules should be presented in writing on the second day of the meeting. However, that was not clearly understood, and we have certain amendments that are offered for printing in the *Journal,* and to be acted upon next year. I should like to have unanimous consent to accept those amendments and to read them to you.

President DuShane: Unanimous consent has been asked to accept certain amendments to the Bylaws which have been submitted in writing, and are signed. It is the Chair's opinion that the proposed amendments to the Bylaws should be read, altho they will not be considered until a year from now. However, you may do as you please. The Chair will order them read, unless by unanimous consent you accept them without being read. Is there a motion to that effect?

Mr. Gayman: I move that they be accepted without being read, which does, in no way, indicate approval. The acceptance without reading, as I understand it, means that they will be printed in the *Proceedings* of the convention and also printed in the *Journal.*

President DuShane: You will not know what they are until the May issue of the *Journal* is released. They will be introduced for adoption next July.

Miss Adair: The Rules Committee requests that they go on record. It is your privilege to say whether or not they should be read. You may read them in the bound *Proceedings.*

President DuShane: What is your wish in the matter?

Mr. Keenan: I have been unable to hear clearly what *Miss Adair* was saying. A great deal of confusion arose two days ago when we were adopting amendments, due to the fact that a great part of this audience was unfamiliar with the nature of the amendments and was unable to find out what was being done. It seems to me we cannot rely upon the reading of the proposed amendments in the *Proceedings,* which probably a vast majority of the delegates neither see nor read. Neither can we rely upon the printing of them in the May edition of the *Journal,* which comes to us at the busiest time of the year. I believe anything as important as a Bylaw amendment should be clearly explained to the meeting, and should be printed in more than the May edition of the *Journal.*

President DuShane: There not being unanimous consent, the Chair will call for a motion.

Mrs. Lindlof: Since the rule requiring the presentation of proposed amendments which will be acted upon next year was adopted previous to today and was not thoroly understood, and because some amendments have been sent in in writing today, we are asking unanimous consent that they be presented and read. You know that the acoustics here are poor, and if there is any noise in back of you, you do not hear even when you try to pay attention. I know many things have happened that I have not heard, and I do not think I am any worse than any others. It seems to me, that in a sense of fairness, we should be willing to accept these amendments today.

I should like to move that there be unanimous consent given to having the amendments presented at this time.

Mr. Cram: I object to this matter, because I believe we ought to hear the new amendments—at any rate, the ones being held over.

President DuShane: The Chair is going to rule that it is now in order, under "New Business," for anyone to introduce proposed amendments. Some have been sent to the Rules Committee, but that is not a public presentation; according to my ruling, unless they are brought up here under "New Business" they will not be considered next year. Merely filing with the Rules Committee is not a presentation.

Is there anything else to come before the convention?

Mr. Cram: I have an amendment to the Constitution that I should like to propose.

President DuShane: It can be submitted under "New Business" at this time. Perhaps an explanation can be made—

Parliamentarian Bottolfsen: There is some confusion here, apparently. Unanimous consent is asked that the amendments be accepted at this time. As far as reading them is concerned, that is another matter; but amendments to the Bylaws cannot be accepted, under our rules, at this particular moment unless unanimous consent is granted for their acceptance.

Mr. Cram: May I ask this question: When should these amendments have been presented? We have had no opportunity to present amendments for next year's consideration.

Parliamentarian Bottolfsen: You adopted a rule yesterday requiring introduction of amendments by the second day.

Mr. Gayman: If I understood correctly, it was stated that I object to unanimous consent. I have no objection whatever to the presentation of amendments at this session, so that they may be regularly acted upon next year.

Mr. Cram: I want to be perfectly clear on that point myself. I am not objecting to the presentation of amendments now, because I have one to present.

President DuShane: I will ask again, for the sake of the record: Is there objection to the consideration of these proposed amendments at this time, which are now in the hands of the Rules Committee? Hearing no objection, I shall ask the Rules Committee to present them to us.[2]

Miss Adair: The first amendment was presented this year, and has been resubmitted. It is proposed to amend Article II, Section 6, by the addition of the following:

> *Provided, however, that the faculty of an institution of higher learning having less than one hundred teachers, in which members of the student body are preparing for the profession of teaching, may affiliate as a local association of the National Education Association and shall be entitled to one delegate, if a majority of the faculty are members of the National Education Association, provided that the association has not less than twenty (20) members.*

It is proposed to further amend Article II, Section 6, by the addition of the following:

> *Provided, however, that in sparsely settled areas whose total population does not exceed ten (10) persons per square mile, associations of teachers which affiliate with the National Education Association shall be entitled to one delegate if the association has not less than twenty (20) members, and if a majority of them are members of the National Education Association.*

Amend Article II, Section 1(a), of the Bylaws, as follows:

> Section 1 (a): The Officers of said corporation shall be a president, *twelve* vicepresidents, an executive secretary, a treasurer, a Board of Directors, an Executive Committee, a Board of Trustees, and such boards, councils, committees, and other officers as shall be prescribed in the Bylaws. (See Act of Incorporation, Section 6, first paragraph.)

[2] Words or phrases in *italics* are to be added.

Amend Article II, Section 1 (d), as follows:

(d) The Executive Committee shall consist of nine members, as follows: the president of the Association, the first vicepresident, the treasurer, the chairman of the Board of Trustees, two members elected by the Board of Directors for the term of one year, and *three* members elected by the Representative Assembly for the term of one year. A director elected to the Executive Committee shall continue as a member of the Board of Directors. *The election of the members of the Executive Committee by the Representative Assembly shall be by the Hare System of Proportional Representation. The provisions of this Section shall become effective in the selection of the Executive Committee for the Association year beginning with the close of the convention in 1942.*

Amend Article III, Section 1, as follows:

Section 1. The president shall preside at all meetings of the Association and shall perform the duties prescribed by the Act of Incorporation, these By-laws, and Standing Rules, and in addition such duties as usually devolve upon the chief executive of such an Association. In the absence of the president, the *ranking* vicepresident *who is present* shall preside *and* in the absence of the president and *all vicepresidents* a chairman pro tempore shall be elected under the direction of the executive secretary of the Association. The president shall prepare the program for the general sessions of the annual meeting of the Association, and shall have power to confer with the president of the Council and the heads of the several departments, and to make such recommendations in regard to the program of the Council and the several departments as will, in his opinion, promote the interest of the annual meeting. The president shall be a member ex officio of the Board of Trustees, and chairman of the Board of Directors and of the Executive Committee. He shall sign all bills approved for payment by the Board of Directors, and all bills approved or authorized by the Executive Committee acting for and under the instruction of the Board of Directors. On the expiration of his term of office as president, he shall *become first vicepresident for the ensuing year.*

Amend Article III, Section 2, as follows:

The vicepresidents *of the Association* shall serve as assistants to the president for such services as may be required of them.

Amend Article II, Section 1 (b), by the addition of the following:

Whenever a state qualifies for a second director, the delegates from that state shall designate the directors specifically as first and second directors at the time of the election of such director or directors.

Amend Article II, Section 1 (b), by the addition of the following:

Any city with a population of five million or more maintaining a membership of 2000 or more in the National Education Association shall be entitled to a director on the Board of Directors of that Association.

Amend Article II, Section 3, as follows:

A local educational association or teachers organization within a state, territory, or district may make application to affiliate with the National Education Association. All applications for affiliation shall, after a thoro investigation, be subject to the approval of the Executive Committee.

These applications for affiliation shall be published for three consecutive months in the National Education Association Journal prior to the action of the Executive Committee.

Each affiliated organization shall be designated an affiliated local association. Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to repre-

sentation in the Representative Assembly as hereinafter provided. The annual dues of an affiliated local association shall be $5, which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of Proceedings, reports of committees, and all bulletins and announcements when issued.

Amend Article II, Section 3, by the addition of the following:

Provided, however, that any affiliated local association whose membership comprises 100 percent of all the possible members within a district shall be entitled to all privileges of any other affiliated local association without the payment of any fees.

Amend Article II, Section 7, by deleting all of Section 7 after the first sentence, the last words of the Section to be "State or Local Affiliated Association."

(Amendment proposed for action in 1942 by *Fred D. Cram,* Iowa; seconded by *Grover Stout,* Michigan.)

Amend Article III, Section 5 (b), as follows:

At the first meeting of the Board of Directors, held during the annual meeting of the Association at which they were elected, they shall elect one trustee for the term of four years, *and two members of the Executive Committee for one year.*

Miss Adair: Those are all the amendments that have been presented to the Rules Committee on the platform.

I might call your attention to one thing. Our Bylaws do not say that we must publish these in the May *Journal,* but merely stipulate that they are to be published "in the official organ of the National Education Association." It has been suggested that it would be better to publish them in the April *Journal* rather than in the May issue.

President DuShane: With your consent, these amendments as read will be entered in the minutes and published in the May *Journal.* They will be up for final consideration at the delegate meeting in 1942.

Is there any other business?

Mr. Doe: I move that these amendments to the Constitution and Bylaws be published in the April *Journal* rather than in the May issue, in order that we may have more time to consider them before the convention.

(The motion was duly seconded.)

President DuShane: Do not the rules require that they be published in the May *Journal?*

Miss Adair: No; the rules merely state that they be published in the official organ of the Association.

President DuShane: The motion is before you that they be published in the April *Journal* rather than in the May issue.

Mr. Keenan: I wonder if we might not amend that motion. Perhaps an amendment will not be in order, but I would like to state that *Secretary Givens* just told me he, too, believed it would be wiser to have them appear in two issues of the *Journal,* and he suggested that he would try to get these proposed amendments published in the October *Journal,* as well as in the one in the spring. I believe that would be highly desirable.

President DuShane: Do you offer that as an amendment?

Mr. Keenan: If an amendment is proper, I move that these be published in both the October and the April issues of the *Journal.*

(The motion was duly seconded, placed before the Assembly, and carried.)

President DuShane: Mr. Cram, did you say you wanted unanimous consent to introduce an amendment to the Bylaws?

Mr. Cram: My amendment has been presented by the Rules Committee.

President DuShane: Is there any other business to come before the Assembly?

If not, I want to thank the parliamentarian for his services, and all the rest of the people who have helped. I also wish to thank the delegates for their diligence and help thru a difficult series of business meetings.

There is a report from the Credentials Committee, of which Elvira Peterson is chairman, to be given at this time.

Miss Peterson: The Committee on Credentials wishes to report that 1546 delegates were registered at 9:00 A.M. on Wednesday, at which time the registration desk was officially closed.

President DuShane: The Chair wants to remind you that the polls close at 3:00 P.M., and also wants to remind you that we will have an interesting meeting tonight, at which our new president will be inducted into office.

Again I want to thank you for your splendid participation in the meetings this week. I believe you have participated in the most momentous meeting of the National Education Association.

Mrs. Lindlof: Mr. Chairman, on behalf of the Representative Assembly of the National Education Association, I want to move a vote of thanks to our president, *Mr. DuShane,* for the impartial manner in which he has conducted the business of this meeting. I think we owe him a standing vote of thanks.

(The entire assembly arose.)

President DuShane: The Chair wishes to thank you from the depths of his heart for the courtesy accorded him before and during the meeting. I wanted to see that your will was translated into action.

Thanking all of you, I declare this meeting of the 1941 convention of the National Education Association adjourned.

(Meeting adjourned at 1:15 P.M.)

Fourth Business Session, Thursday Evening, July 3, 1941

The fourth business session of the Representative Assembly convened in the Grand Hall of the Mechanics Building following the general session.

President DuShane: Until the completion of this year I never fully realized how much a past president deserves some kind of award. The job is difficult and not just an empty honor.

One of the past presidents who has not as yet been recognized is on the platform. I knew her years ago when the tenure movement first started in the state of Louisiana and she was the one, perhaps as much as anyone else, who so organized the classroom teachers that tenure became possible. Thruout the years, I have seen her active in one way or another in the interests of teachers and education. Last year she served as president of the National Education Association and carried on the numerous duties involved in a most effective way. It gives me pleasure to award to our past president, *Amy Hinrichs,* of New Orleans, Louisiana, an award which *Secretary Givens* will produce—I hope!

(*Miss Hinrichs* came forward and *Secretary Givens* presented the award to her.)

Miss Hinrichs: Friends, I wish you might see this lovely thing at close range. Of course, you may later on if you come to see it.

As I look back over the past few years there is a sort of residue in my mind that might be summed up in the pleasing phrase, "a good little fellowship," and in the words "friendship" and "cooperation." It is a wonderful thing to think of our friendship in this great organization. Sometimes I think we worry too much about the membership that we do not have. Of course it should be growing all the time and it is, but maybe we worry too much about that and do not appreciate the wonderful boon and treasure that our own association one with the other is.

An English teacher often finds in well-chosen words thoughts that she would like to quote, so I want to read some educational scripture to you tonight so that we may reaffirm our faith in the great work we are doing. You know these words as well as I do, but let us go over them together.

Our beloved friend, William Lyon Phelps, says under the title "I Love to Teach": "I do not know that I could make entirely clear to an outsider the pleasure

I have in teaching. I had rather earn my living by teaching than any other way. In my mind teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or a woman can spend a long life in it without realizing more than his limitations, his mistakes, and his distance from the ideal. There never has been in the world's history a period when it was more worthwhile to be a teacher than in the twentieth century; for there was never an age when such vast multitudes were eager for an education or when the necessity of a liberal education was so generally recognized." How much more severely true those words are now than when they were written.

So, I am leaving as sort of a last will and testament to you as a result of my official connections, two things—that we may always be conscious of the tremendous influence of the work accomplished in these few hours and therefore strive always to make it better and better; and in the second place, that we might be thoroly conscious of the values of our association in this great work and from year to year—indeed, from month to month and almost from day to day—strive to make this organization grow until in the far distant future its influence will be almost beyond our conception.

I have been so happy to serve you and I assure you that I shall treasure this lovely testimonial all the days of my life.

President DuShane: I have one other pleasant duty to perform, *Miss Hinrichs,* and that is to award you a past-president's key at this time which I hope will also be a pleasure and satisfaction to you thruout the years.

Miss Hinrichs: Thank you, *Mr. DuShane.* Of course my remarks apply to this too.

President DuShane: I shall now call upon the secretary of the Association to announce the elections results. The time has come to change officers in the National Education Association.

Secretary Givens: The chairman of the Elections Committee has asked me to read the report for him. The report is signed by the members of the Committee: *Joseph W. Forsyth, Grace I. Woodbury, Rosena Evans, E. B. Hargrave, Everett Keith, Carl N. Nutter,* and *N. Eliot Willis,* chairman.

For state directors, and these are all for terms of three years: *Anna E. M. Dwyer,* Connecticut; *Mrs. Mary S. Resh,* District of Columbia; *M. D. Collins,* Georgia; *John W. Thalman,* Illinois; *L. V. Phillips,* Indiana; *F. L. Schlagle,* Kansas; *R. E. Jaggers,* Kentucky; *H. V. Cooper,* Mississippi; *Everett Keith,* Missouri; *C. Layton Galbraith,* Nevada; *Daniel W. MacLean,* New Hampshire; *Mrs. Mary D. Barnes,* New Jersey; *F. Ray Rogers,* North Dakota; *Helen Bradley,* Ohio; *Harvey E. Gayman,* Pennsylvania; *Francisco Rodriquez Lopez,* Puerto Rico; *A. Cline Flora,* South Carolina; *H. G. Mosby,* South Dakota; *John T. Wahlquist,* Utah. May I remind these newly elected directors that we will have a meeting tomorrow in Parlor A of the Hotel Statler at 7:30 A.M.

For the Executive Committee the following two persons have been elected: *John W. Thalman* of Illinois and *Annie C. Woodward* of Massachusetts. For treasurer, *B. F. Stanton* of Ohio. The following eleven vicepresidents were elected: *Herman J. Browe* of Michigan; *Joe A. Chandler* of Washington; *Helen T. Collins* of Connecticut; *Maude Frazier* of Nevada; *Mrs. Helen W. Gibbs* of Ohio; *Henry C. Hall* of California; *R. L. Hunt* of New Mexico; *Mrs. Edith B. Joynes* of Virginia; *B. C. B Tighe* of North Dakota; *Jere A. Wells* of Georgia; and *N. Elliot Willis* of Massachusetts. For first vicepresident, *A. Cline Flora* of South Carolina. For president of the Association, unopposed, *Mrs. Myrtle Hooper Dahl* of Minnesota.

Mr. President, that is the report of the Elections Committee.

President DuShane: It is indeed a pleasure for me to turn over the presidency of the National Education Association to the new president. For the past eight years I have been closely associated with her on the Tenure Committee and I want to

assure you that you have a brave leadership ahead—a far-seeing leadership and one that will be devoted to your interests.

I now take pleasure in introducing to you your new president, *Mrs. Dahl.*

President-Elect Dahl: It is with great humility that I accept this high honor bestowed upon me tonight. The NEA being the largest organization of teachers in the world represents the best thought and the best activities in education today. Our speakers this evening have told us of the dangers that threaten us, and we think of our position in relation to the girls and boys that are the materials with which we work, and we of the National Education Association are determined that America's girls and America's boys shall not lose their birthright to a free life and a full life—that the girls and boys of today are not going to pay for this great catastrophe and that it is our responsibility, our duty, and our part in this great national defense to see that every girl and every boy in the public schools today understands the philosophy of American democracy, understands that America gives to its children every opportunity, and that no matter what may happen America saves its children.

We, the teachers of America, must assume that responsibility. That is our part in national defense and there is no greater part.

As your leader, as the president of this organization, I pledge to you my most serious thoughts and my most earnest efforts. But I am only one of nearly one million teachers and I can envision in this year ahead a close understanding, not only in the National Education Association, because that is a long way from home, but an understanding, a tolerance, a mutual concern in every small community, in every town, in every rural community, that the teachers of the nation may show that we understand American democracy because we protect and live American democracy. As you become a part, and as you go home and see that all the teachers of the nation become a part, of this great organization and give to us, the officers you have chosen, your best advice, and your best loyalty, we will guarantee to do our part in this great defense by protecting, guarding, and leading America's children.

President DuShane: I am now leaving this audience to introduce *Mrs. Dahl* to another audience over the radio. For that reason I am going to turn the meeting over to *Secretary Givens,* and I know the meeting will be in good hands.

Secretary Givens: The seventy-ninth convention is drawing to a close. We have had marvelous hospitality this week in Boston and I want to take this occasion, in behalf of the officers and members of the Association, to express to Boston, to Massachusetts, and to New England our deep appreciation for their hospitality during the week. I want to mention some of the Boston people by name. They have done an excellent job in getting everything ready for this convention and in helping us on every turn during the convention. We shall always be indebted to them.

I want to mention by name the Executive Committee and the chairmen of the special committees. I wish I had time to name many more.

First the Executive Committee—*Walter F. Downey,* state commissioner of education in Massachusetts—and I cannot pass *Commissioner Downey's* name without saying that I know all the state education commissioners in this country, and *Commissioner Downey* stands at the top of the list; *Arthur Gould,* superintendent of schools in Boston, who ranks among the leading city superintendents of this country and has done a marvelous piece of work for us; *Hugh Nixon,* the executive secretary of the Massachusetts Teachers Federation—he has been the greatest combination of efficiency and courtesy that you could find anywhere; *Joanna Z. Connell,* president of the Boston Teachers Club, has been, it seems to me, everywhere extending service and hospitality; *Everett J. McIntosh,* NEA state director, who has been tireless in his efforts all during the year; and then the lady whom we shall never forget, the executive director of the Boston Convention Committee, *Julia E. Sullivan. Russell Burkhard,* president of the Massachusetts Teachers Federation, has been on the job at least twenty-four hours a day and maybe longer.

(*Secretary Givens* then read the names of the various committees, commenting on some of them.)

Secretary Givens: Warren S. Freeman, chairman of the Music Committee—I cannot pass him over without saying that he has done a marvelous piece of work during the week. I must also stop at *Esther McNeal's* name. She took this auditorium which looked like a barn and fixed it up like it is now. She, according to the best information I can get, not only did it for nothing but apparently made some money on it. Let us give them all a hand.

I have just two or three announcements to make. The new members, as well as the old members, of the Executive Committee will meet in the Hancock Room of the Hotel Statler at 11:15 tonight, or as soon thereafter as we can make it to the hotel.

(Following the singing of "America," led by *Herman F. Smith,* director of music, Milwaukee, Wisconsin, and the benediction pronounced by *The Reverend James H. Perkins* of Old South Church, Boston, the seventy-ninth meeting of the National Education Association adjourned.)

MINUTES OF THE MEETINGS OF THE BOARD OF DIRECTORS

Boston, Massachusetts

Monday Afternoon, June 30, 1941

The meeting of the Board of Directors of the National Education Association convened at 2:05 P.M. in Parlor A, Hotel Statler. The meeting was called to order by *Secretary Givens* in the temporary absence of *President DuShane. Secretary Givens* called the roll, which showed the following present: directors ex officio: *Donald DuShane,* president; *B. F. Stanton,* treasurer; *Joseph H. Saunders,* chairman, Board of Trustees. Life Directors: Teachers Institute of Philadelphia represented by *Samuel Parry;* Illinois State Teachers Association represented by *Irving Pearson.*

STATE DIRECTORS—Alabama—*L. Frazer Banks;* Alaska—*Everett R. Erickson;* Arizona—*Harold W. Smith;* Arkansas—*W. F. Hall;* California—*Leonard L. Bowman;* Colorado—*W. B. Mooney;* Connecticut—*Helen T. Collins;* Delaware—*H. V. Holloway;* District of Columbia—*A. Grace Lind;* Florida—*James S. Rickards;* Georgia—*M. D. Collins;* Hawaii—*Earl L. McTaggart;* Idaho—*W. D. Vincent;* Illinois—*John W. Thalman;* Indiana—*L. V. Phillips;* Iowa—*Fred D. Cram;* Kansas—*F. L. Schlagle;* Kentucky—*William S. Taylor;* Louisiana—*G. A. Zernott;* Maine—*William B. Jack;* Maryland—*Eugene W. Pruitt;* Massachusetts—*Everett J. McIntosh;* Michigan—*Grover Stout;* Minnesota—*Daisy Brown;* Mississippi—*H. V. Cooper;* Missouri—*Everett Keith;* Montana—*M. P. Moe;* Nebraska—*Pearl Donoho;* Nevada—*J. R. Warren;* New Hampshire—*Daniel W. MacLean;* New Jersey—*L. A. Rodes,* substituting for *Sarah O. Whitlock;* New Mexico—*R. J. Mullins;* New York—*Frederick Houk Law,* and *Emily Tarbell* substituting for *Rena Rockwell;* North Carolina—*Elmer H. Garinger;* North Dakota—*G. W. Hanna;* Ohio—*Helen Bradley* substituting for *L. W. Reese;* Oklahoma—*Kate Frank;* Oregon—*Marie A. Lessing;* Pennsylvania—*Harvey E. Gayman* and *Helen Maxwell;* Puerto Rico—*Luis Muniz Souffront* substituting for *Francisco Rodriquez-Lopez;* Rhode Island—*James F. Rockett;* South Carolina—*A. C. Flora;* South Dakota—*S. B. Nissen;* Tennessee—*Harry Clark;* Texas—*Rush M. Caldwell;* Utah—*N. Howard Jensen;* Vermont—*Joseph A. Wiggin;* Virginia—*Mrs. Edith B. Joynes;* Washington—*John Rushing;* West Virginia—*W. W. Trent;* Wisconsin—*Charlotte Kohn;* Wyoming—*H. H. Moyer.*

ACTION ON SUBSTITUTES—*Joseph H. Saunders* (Virginia) moved the resignation of the following and the substitution of those named for these meetings: *L. A. Rodes* for *Sarah O. Whitlock* (New Jersey); *Emily Tarbell* for *Rena Rockwell* (New York); *Helen Bradley* for *L. W. Reese* (Ohio); *Luis Muniz Souffront* for *Francisco Rodriquez-Lopez* (Puerto Rico). Seconded by *Fred D. Cram* (Iowa). Carried.

REPORT OF THE NATIONAL COUNCIL OF EDUCATION—*L. A. Pechstein* (Ohio), chairman, made the report. Motion by *L. Frazer Banks* (Alabama) that it be accepted. Seconded. Carried.

REPORT OF THE COMMITTEE ON INDUCTION INTO CITIZENSHIP—*Hugh Bonar* (Wisconsin), chairman, made the report and recommended that the name of the committee be changed to "New Voter Preparation and Recognition" and that it be made a permanent committee. *James F. Rockett* (Rhode Island) made a motion that the recommendations be referred to the Executive Committee. Seconded by *Helen Collins* (Connecticut). Carried.

REPORT OF THE COMMITTEE ON TAX EDUCATION—*J. R. Mahoney* (Utah), chairman, made the report. Motion by *A. C. Flora* (South Carolina) that it be accepted. Seconded. Carried.

REPORT OF THE COMMITTEE ON ACADEMIC FREEDOM—*William S. Taylor* (Kentucky), chairman, made the report, with the following addition in the fourth sentence in the section under "Teachers Rights and Parley of Duties." The addition is: "or be inconsistent with his position as a public employee." Recommended by *Mr. Taylor* that the Statement on Principles of Academic Freedom be approved. Motion by *Harold W. Smith* (Arizona) that the report be accepted. Seconded by *Everett R. Erickson* (Alaska). Carried.

REPORT OF THE COMMITTEE ON SUPPLY, PREPARATION, AND CERTIFICATION OF TEACHERS—*R. E. Jaggers* (Kentucky), chairman, made the report and recommended that the present committee be discontinued but that a new committee be created dealing with the problem of preparation and certification. Motion by *Everett R. Erickson* (Alaska) that the report be accepted. Seconded by *Everett McIntosh* (Massachusetts). Carried.

REPORT OF THE COMMITTEE ON EDUCATION AND RESOURCES—In the absence of the chairman, *Paul R. Hanna* (California), *Secretary Givens* made the report which was accepted.

REPORT OF THE COMMITTEE ON BYLAWS AND RULES—*Charles E. Sohl* (Pennsylvania), chairman, gave a brief report on the purpose of the Committee on Bylaws and Rules and an outline of the work of the Committee. Motion by *Harold W. Smith* (Arizona) that the report be accepted. Seconded by *H. V. Holloway* (Delaware). Carried.

AMENDMENTS TO THE BYLAWS AND STANDING RULES—*Charles E. Sohl* (Pennsylvania), chairman, Committee on Bylaws and Rules, called attention to the fact that the following amendments are related: Article II, Section 1(a); Article III, Section 1; Article III, Section 2; Article III, Section 2(b); and Article II, Section 1(d). *Frederick Houk Law* (New York) reported that the New York delegation is opposed to this group of amendments. Motion by *Mrs. Edith B. Joynes* (Virginia) that this group of related amendments stand as they are but that no recommendation be made concerning them to the Representative Assembly. Seconded by *Frederick Houk Law* (New York). Carried.

These related amendments would create a first vicepresident, who would be a member of the Executive Committee and who would become president in case the office of president became vacant, and would designate the retiring president as junior past president.

Other amendments: Article II, Section 1(b)—This amendment would provide that the term of the second director of any state would be contingent on the maintenance of 20,000 or more paid members in the National Education Association as of May 31 each year. No action taken on this proposed amendment.

Article II, Section 3—This amendment would make it impossible for a local education association to become affiliated with the NEA unless such association was affiliated with the state education association, and it would further provide that this local affiliated association be the sole NEA affiliate. The provision would not be retroactive. *Frederick Houk Law* (New York) stated that the delegates of New York are opposed to this amendment. *Harvey E. Gayman* (Pennsylvania) reported that the delegates of Pennsylvania have voted to support the amendment.

Charlotte Kohn (Wisconsin) and *W. W. Trent* (West Virginia) indicated that they are opposed to the amendment, while *W. B. Mooney* (Colorado) indicated that he would support it. A motion was made by *Harvey E. Gayman* (Pennsylvania) that the Board of Directors endorse the amendment to Article II, Section 3. Seconded by *James F. Rockett* (Rhode Island). *L. Frazer Banks* (Alabama) made a motion to amend the motion to endorse the amendment to Article II, Section 3, that the Board endorse the second part of the amendment which would begin with the words, "Provided, however." Seconded by *Earl L. McTaggart* (Hawaii). Carried. *Joseph H. Saunders* (Virginia) made a motion that the Board of Directors recommend this proposed amendment as amended to the Representative Assembly. Seconded and carried.

SELECTION OF MR. SMITH TO REPORT TO REPRESENTATIVE ASSEMBLY—*Mrs. Edith B. Joynes* (Virginia) made a motion that *Harold W. Smith* (Arizona) be selected to present the views of the Board on any matters to the Representative Assembly at any time. Seconded by *B. F. Stanton* (Ohio). Carried.

ADJOURNMENT—The meeting adjourned at 4:05 P.M.

Tuesday Afternoon, July 1, 1941

The meeting of the Board of Directors of the National Education Association convened at 2:05 P.M. in Parlor A, Hotel Statler. The meeting was called to order by *Secretary Givens* in the absence of *President DuShane. Secretary Givens* called the roll.

INVITATIONS FOR THE 1942 CONVENTION—H. A. Allan, business manager, distributed a statement concerning cities which have issued an invitation for the 1942 convention of the NEA. They included Atlantic City, Chicago, Denver, Detroit, and Indianapolis. The summarized statement included information concerning meeting halls for large sessions, for the Representative Assembly, and for departmental and smaller groups, exhibit space, housing, and NEA membership support in these cities.

REPORT TO REPRESENTATIVE ASSEMBLY—Motion by *James F. Rockett* (Rhode Island) that *Harold W. Smith,* (Arizona) representative of the Board before the Representative Assembly, give to the Representative Assembly the pros and cons on proposed amendments to the Bylaws and the information as to whether or not the vote in the Board of Directors was unanimous. Seconded by *John Rushing* (Washington). Carried.

REPORT OF THE COMMITTEE ON COOPERATIVES—*Harold F. Clark* (New York), chairman, was absent. Report was made by *R. S. Ihlenfeldt* (Wisconsin). A request for the continuance of the Committee was made. Motion made by *W. B. Mooney* (Colorado) that all committees be continued if and when in the opinion of the Executive Committee they should be continued. Seconded by *James F. Rockett* (Rhode Island). Carried.

REPORT OF THE NATIONAL COUNCIL ON TEACHER RETIREMENT—*Mildred Medinger* (Maryland), chairman, made the report, which included a request for an appropriation of $5000 to carry out the work of the Joint Committee of the NEA and the National Council. The report also indicated that the Council is opposed to any amendment or any act which will include public-school employees in the national Social Security Act. Additional remarks were made by *Louis Taylor* (New York), former chairman. Some discussion on the Social Security Act followed. *John Rushing* (Washington) feels the Association should not oppose social security for teachers. *Rush Caldwell* (Texas) asked whether there would be a tendency in the states which do have a retirement system to shift the responsibility to the federal government if social security should become effective. *James S. Rickards* (Florida) asked whether social security would be adequate. *H. V. Holloway* (Delaware) gave examples of what teachers would receive under retirement systems and under social security. The amount which they would receive under social security was about one-half the amount they would receive under a good retirement system. *Harvey E. Gayman* (Pennsylvania) stated that retirement systems are written from the

standpoint of the individual while social security is written from the standpoint of the family as a unit. *Kate Frank* (Oklahoma) stated that in Oklahoma it would be necessary to get a constitutional amendment before they could work for a retirement system. *Helen Bradley* (Ohio) thinks that a fund should be available for the use of the Council. *Daisy Brown* (Minnesota) thinks that funds should be available for furnishing help when and where requested. *N. Howard Jensen* (Utah) thinks headquarters can furnish all the necessary material and that there would be no necessity for an additional appropriation. Motion by *W. B. Mooney* (Colorado) that the report of the National Council on Teacher Retirement be adopted without the appropriation. Seconded and carried.

REPORT OF THE LEGISLATIVE COMMISSION—*Sidney B. Hall* (Virginia), chairman, was absent. The report was given by *Howard A. Dawson,* head of the Division of Rural Service of the NEA. *A. C. Flora* (South Carolina) stressed the need of convincing Congressmen of the need of federal support as a defense measure. *Harry Clark* (Tennessee) moved the acceptance of the report. Seconded by *Helen Collins* (Connecticut). Carried.

REPORT OF THE COMMITTEE ON INTERNATIONAL RELATIONS—*Ben Cherrington* (Colorado), chairman, was absent. The report was made by *Annie C. Woodward* (Massachusetts), a member of the core committee. Recommended by *Miss Woodward* that the report be accepted as a report of progress. Motion by *James F. Rockett* (Rhode Island) that the report be accepted. Seconded and carried.

REPORT OF THE BOARD OF TRUSTEES—*Joseph H. Saunders* (Virginia), chairman, made the report. Motion by *Harry Clark* (Tennessee) that the report be accepted. Seconded by *Helen Collins* (Connecticut). Carried.

REPORT OF THE TREASURER—*B. F. Stanton* (Ohio), treasurer, made the report. *Helen Collins* (Connecticut) moved that it be accepted. Seconded by *Fred Cram* (Iowa). Carried.

REPORT OF THE BUDGET COMMITTEE—*W. W. Trent* (West Virginia), chairman, read the report. Motion by *Mr. Trent* that the report be accepted. Seconded by *Helen Collins* (Connecticut). Discussion followed on item 28 under the heading, "National Commission on Public Relations." Since there was some opposition to appropriating any amount for a proposed National Commission a motion was made by *Joseph H. Saunders* (Virginia) to amend the report of the Budget Committee by the transfer of item 28 to item 30, item 30 being the Secretary's Contingent Fund. Seconded by *Helen Collins* (Connecticut). Carried unanimously.

ADJOURNMENT—The meeting adjourned at 4:25 P.M.

Wednesday Afternoon, July 2, 1941

The meeting of the Board of Directors of the National Education Association convened at 2:05 P.M. in Parlor A, Hotel Statler. The meeting was called to order by *Secretary Givens,* who called the roll.

STATEMENT BY JOSEPH W. FORSYTH—*Joseph W. Forsyth* (Pennnsylvania), representing the Philadelphia Teachers Association, stated that his organization was dissatisfied because of discrepancies in the seating of delegates and that the Bylaws of the Association had not been carried out in respect to accepting representatives from the Elementary Teachers Association in Philadelphia at the Boston convention, since the credentials of the delegates from this Association were not filed ten days before the beginning of the annual meeting. He also asked how a duplication can be avoided in counting NEA members for determining the number of delegates when there are three organizations in Philadelphia affiliated with the NEA. On the question of local affiliated associations it was felt by some that no group should be allowed to affiliate unless they have at least fifty-one NEA members. *Mrs. Joynes* (Virginia) pointed out that it would work a hardship to ban small groups from affiliation because they did not have fifty-one NEA members.

NEA MEMBERSHIP IN DEPARTMENTS—The point was raised that while the Bylaws of the NEA specify membership in the parent organization as a requisite for mem-

bership in any department there are many department members who are not members of the NEA. Motion made by *John Rushing* (Washington) that the question concerning membership in departments be referred to the Executive Committee for serious consideration and investigation, and also regarding last minute appointment of delegates. Seconded by *Joseph H. Saunders* (Virginia). Carried. *Harvey E. Gayman* (Pennsylvania) stated that beginning next year Pennsylvania will allow only NEA members to serve as delegates in the state association.

PROPOSED NATIONAL COMMISSION—The proposal in mimeographed form which had been previously distributed was read by *Secretary Givens. President DuShane* presented a fine statement as to the need for such a Commission at this particular time. Discussion first centered around personnel for the Commission. It was the feeling that there should be a fair geographic representation. Motion by *John Rushing* (Washington) that one member from each region, similar to the regions of the Department of Classroom Teachers, be appointed—and one member at large. Seconded by *G. A. Zernott* (Louisiana). Substitute motion by *Harvey E. Gayman* (Pennsylvania) that the selection be made with due consideration to geographic representation. Seconded by *Joseph H. Saunders* (Virginia). Carried. Motion by *W. B. Mooney* (Colorado) that the matter be referred to the Representative Assembly without recommendation. Seconded by *Mrs. Joynes* (Virginia). Motion to amend the previous motion by striking out the words "without recommendation" made by *John Thalman* (Illinois). Seconded by *W. B. Mooney* (Colorado). Motion by *John Rushing* (Washington) to table motion by *W. B. Mooney* (Colorado). Seconded by *Rush Caldwell* (Texas). Carried. Motion by *John Rushing* (Washington) that the Board of Directors recommend to the Representative Assembly the establishment of the new Commission. Seconded by *B. F. Stanton* (Ohio). Carried.

MEMBERSHIP GOAL FOR 1941-42—Motion by *L. Frazer Banks* (Alabama) that the following standards for the Victory Honor Roll be adopted for 1941-42: (a) those states which have enrolled in the NEA 90 percent or more of their teachers; (b) any states which have increased their NEA membership 500 or more over their record of the preceding year; (c) all other states which have increased their NEA membership 10 percent or more over their record of the preceding year. Seconded by *Helen Collins* (Connecticut). Carried.

ACTION ON GROUPS REQUESTING DEPARTMENTAL STATUS—On the recommendation of *Secretary Givens* a motion was made by *John Rushing* (Washington), seconded by *Elmer H. Garinger* (North Carolina), and carried, that the application of the American Industrial Arts Association for departmental status be approved with the understanding that final action by the Representative Assembly cannot be made until the annual convention in 1942. *L. V. Phillips* (Indiana) made a motion that the Board approve the application for departmental status of the American Association of Junior Colleges, with the understanding that final action cannot be taken by the Representative Assembly until the annual convention of 1942. Seconded by *Mrs. Joynes* (Virginia). Carried. *Secretary Givens* recommended that the International Council for Exceptional Children be permitted to merge with the Department of Special Education and that the name of the Department be changed to "The International Council for Exceptional Children, a department of the NEA." After much discussion as to whether the recommendation should be approved unless all members of the International Council for Exceptional Children are NEA members, a motion was made by *Helen Collins* (Connecticut) that the recommendation be accepted and that a favorable report be made to the Representative Assembly. Seconded and carried. A motion was made by *John Rushing* (Washington) that groups desiring departmental status should have 100 percent NEA membership before being admitted. Seconded and carried.

INTEGRATION OF LOCAL, STATE, AND NATIONAL ASSOCIATIONS—The following motion which was referred to the Board of Directors at the San Francisco convention, and mentioned by *Miss Adair* (Virginia), chairman of the Committee on Bylaws and Rules, at the Milwaukee convention is still pending: "That a committee be formed

by the Executive Board of the NEA including a representative selected by each state association and representatives of the Executive Board to formulate a plan for a great national association which will unite local, state, and national associations into one body of teachers. The Executive Board shall take such steps as are necessary to bring such a plan before national and state groups for consideration. The Executive Board and this Committee shall have authority to devise ways and means of translating the approved plan in a new constitution if it seems desirable, and submit the same for adoption by local and state groups." Motion by *Daisy Brown* (Minnesota) that the matter of integration of local, state and national associations be referred to the Executive Committee for further study. Seconded by *Everett J. McIntosh* (Massachusetts). Carried. It was pointed out that the one national association referred to is the National Education Association.

REPORT OF THE COMMITTEE ON CREDIT UNIONS—*L. A. Pinkney* (Missouri), chairman, made the report. Motion by *Everett R. Erickson* (Alaska) that the report be accepted. Seconded by *Mrs. Edith B. Joynes* (Virginia). Carried.

REPORT OF THE JOINT COMMITTEE OF THE NEA AND AMERICAN LEGION—*Charles F. Dienst* (Nebraska), chairman, made the report, which was accepted.

ACTION ON SEVEN REPORTS NOT READ—The chairmen of the following committees not being present, a motion was made by *Everett R. Erickson* (Alaska), seconded by *Mrs. Joynes* (Virginia), that the reports be approved as printed: Joint Committee of the NEA and NCPT; Joint Committee of the NEA and American Teachers Association; Educational Policies Commission; Committee on Equal Opportunity; Committee on Individual Guidance; Joint Committee of the NEA and ALA; Committee on Tenure.

ACTION ON NEW COMMISSION—Motion by *Harold Smith* (Arizona) that *President DuShane* be authorized to state to the Representative Assembly that after due deliberation the Board of Directors endorses the new Commission. Seconded by *John Rushing* (Washington). Carried.

RECOMMENDATIONS TO THE REPRESENTATIVE ASSEMBLY—Motion by *Everett R. Erickson* (Alaska) that *Harold W. Smith* (Arizona) give the report on all recommendations to the Representative Assembly on Thursday. Seconded and carried.

ADJOURNED—The meeting adjourned at 5:00 P.M.

WILLARD E. GIVENS, *Executive Secretary*
DONALD DUSHANE, *President*

Friday Morning, July 4, 1941

The newly elected Board of Directors held a breakfast meeting in Parlor A, Hotel Statler, at 7:30 A.M. The meeting was called to order by *Secretary Givens,* who presented the first vicepresident, *A. C. Flora* (South Carolina) and the junior past president, *Donald DuShane* (Indiana). *Donald DuShane* introduced the new president, *Myrtle Hooper Dahl* (Minnesota), who presided. Roll call showed the following in attendance: directors ex officio: *Myrtle Hooper Dahl,* president; *Donald DuShane,* junior past president; *B. F. Stanton,* treasurer; *Joseph H. Saunders,* chairman, Board of Trustees. Life directors: Illinois State Teachers Association represented by *Irving Pearson* and Teachers Institute of Philadelphia represented by *Samuel Parry.*

STATE DIRECTORS—Alabama—*L. Frazer Banks;* Alaska—*Everett R. Erickson;* Arizona—*Harold W. Smith;* Arkansas—*W. F. Hall;* California—*Leonard L. Bowman;* Colorado—*W. B. Mooney;* Connecticut—*Anna E. M. Dwyer;* Delaware—*H. V. Holloway;* District of Columbia—*Mrs. Mary S. Resh;* Florida—*James S. Rickards;* Georgia—*M. D. Collins;* Hawaii—*Earl L. McTaggart;* Idaho—*W. D. Vincent;* Illinois—*John W. Thalman;* Indiana—*L. V. Phillips;* Iowa—*Fred D. Cram;* Kansas—*F. L. Schlagle;* Kentucky—*R. E. Jaggers;* Louisiana—*G. A. Zernott;* Maine—*William B. Jack;* Maryland—*Eugene W. Pruitt;* Massachusetts—*Everett J. McIntosh;* Michigan—*Grover Stout;* Minnesota—*Daisy Brown;* Mis-

sissippi—*H. V. Cooper;* Missouri—*Everett Keith;* Montana—*M. P. Moe;* Nebraska—absent; Nevada—*Maude Frazier* substituting for *C. Layton Galbraith;* New Hampshire—*Daniel W. MacLean;* New Jersey—*Mrs. Mary D. Barnes;* New Mexico—*R. J. Mullins;* New York—*Mrs. Marguerite S. Welch;* North Carolina—*Elmer H. Garinger;* North Dakota—*G. W. Hanna* substituting for *F. Ray Rogers;* Ohio—*Helen Bradley;* Oklahoma—*Kate Frank;* Oregon—*Marie A. Lessing;* Pennsylvania—*Harvey E. Gayman* and *Helen Maxwell;* Puerto Rico—*Luis Muniz Souffront* substituting for *Francisco Rodriguez-Lopez;* Rhode Island—*James F. Rockett;* South Carolina—*A. C. Flora;* South Dakota—*S. B. Nissen* substituting for *H. G. Mosby;* Tennessee—*Harry Clark;* Texas—*Rush M. Caldwell;* Utah—*N. Howard Jensen* substituting for *John T. Wahlquist;* Vermont—*Joseph A. Wiggin;* Virginia—*Mrs. Edith B. Joynes;* Washington—*John Rushing;* West Virginia—*W. W. Trent;* Wisconsin—*Charlotte Kohn;* Wyoming—*H. H. Moyer.*

MOTION ON SUBSTITUTES—*Joseph H. Saunders* (Virginia) moved to accept the resignations of those directors who were absent and the acceptance of their substitutes as members of the Board. Seconded by *John Rushing* (Washington). Carried.

PRESENTATIONS OF INVITATIONS FOR THE 1942 CONVENTION—Invitations for the 1942 convention were extended as follows: *Mrs. Lena Porreca* of the New Jersey State Teachers Association, and *Al Skean,* of the Atlantic City Convention Bureau—for Atlantic City; Superintendent *Charles E. Greene* of Denver—for Denver; *C. H. Hockom,* of the Denver Convention and Tourist Bureau, and *Helen Anderson,* director of public relations for the Denver public schools, added their invitations to that of *Superintendent Greene. A. J. Phillips,* secretary of the Michigan Education Association, extended the invitation for Detroit. The Convention Bureau of Detroit was also represented. *E. B. Hargrave,* past president of the Indianapolis Teachers Association, extended the invitation for Indianapolis, and was joined in the invitation by *Robert Wyatt,* secretary of the Indiana State Teachers Association.

APPOINTMENT OF TELLERS—*President Dahl* named the following tellers to serve in the counting of ballots: *Mrs. Mary S. Resh* (Washington), *Daniel MacLean* (New Hampshire), *H. H. Moyer* (Wyoming), *Helen Bradley* (Ohio), and *L. Frazer Banks* (Alabama), chairman.

MOTIONS ON BALLOTS—Motion by *Fred D. Cram* (Iowa) that the preliminary ballot for the 1942 convention be taken while the invitations for the 1943 convention are extended. Seconded by *B. F. Stanton* (Ohio). Carried. Motion by *M. P. Moe* (Montana) that unless there is a majority on the first ballot that the second ballot be for the cities receiving the two highest number of votes. Seconded and carried.

REMARKS—It was suggested by several that local junior clerks be made available for state headquarters, and that if possible the prices for breakfasts, luncheons, and dinners be lower than in Boston.

PRESENTATIONS OF THE INVITATIONS FOR THE 1943 CONVENTION—*M. D. Collins* (Georgia) presented an invitation for Atlanta. *Carroll R. Reed,* superintendent of schools, Minneapolis, presented the invitation for Minneapolis. *John Rushing* (Washington) presented the invitation for Seattle.

RESIGNATION OF H. H. MOYER—Motion by *M. P. Moe* (Montana) that the resignation of *H. H. Moyer* (Wyoming) be accepted and that *E. J. Bush,* president of the Wyoming Education Association be seated as the director for Wyoming for the remainder of this session. Seconded by *W. W. Trent* (West Virginia). Carried.

VOTE ON CONVENTION CITY—*Chairman Banks* (Alabama) reported a preferential vote for Denver. Fifty-six votes were cast—thirty-seven being for Denver.

ELECTION OF MEMBER OF THE BOARD OF TRUSTEES—*Kate Frank* (Oklahoma) placed in nomination *Reuben T. Shaw* (Pennsylvania). Seconded by *Earl McTaggart* (Hawaii). *William B. Jack* (Maine) placed in nomination *Florence Hale* (Connecticut). There being no other nominations *F. L. Schlagle* (Kansas) moved that nominations be closed. Seconded by *John W. Thalman* (Illinois). Carried.

SUGGESTION REGARDING NOMINATIONS FOR EXECUTIVE COMMITTEE—It was suggested by *Fred D. Cram* (Iowa) that after all nominations for members of the Executive Committee are made that they be voted upon at one time.

REPORT ON ELECTION OF MEMBER OF BOARD OF TRUSTEES—*L. Frazer Banks* (Alabama), chairman of Tellers, announced that *Florence Hale* (Connecticut), having received the majority of votes cast, was elected as a member of the Board of Trustees for a four-year term.

ELECTION OF TWO MEMBERS OF THE BUDGET COMMITTEE—*L. Frazer Banks* (Alabama) placed in nomination *Elmer H. Garinger* (North Carolina). *W. W. Trent* (West Virginia) placed in nomination *L. V. Phillips* (Indiana). There being no further nominations *W. B. Mooney* (Colorado) moved that nominations be closed, and that the executive secretary be instructed to cast a unanimous ballot for *Elmer H. Garinger* (North Carolina) and *L. V. Phillips* (Indiana). Seconded and carried.

ELECTION OF TWO MEMBERS OF THE EXECUTIVE COMMITTEE—*Mrs. Mary D. Barnes* (New Jersey) placed in nomination *Jean Armour MacKay* (Michigan). Seconded by *Grover Stout* (Michigan). *W. B. Mooney* (Colorado) placed in nomination *Fred D. Cram* (Iowa). Seconded by *Eugene W. Pruitt* (Maryland). *B. F. Stanton* (Ohio) placed in nomination *Helen Collins* (Connecticut). Seconded by *Anna E. M. Dwyer* (Connecticut). There being no further nominations *Mrs. Edith B. Joynes* (Virginia) made a motion that nominations be closed. Seconded by *Helen Bradley* (Ohio). Carried. Motion by *Joseph A. Wiggin* (Vermont) that the two candidates for the Executive Committee be voted for on the same ballot. Seconded by *M. P. Moe* (Montana). Carried.

REGRETS—*Kate Frank* (Oklahoma) was requested to express the regrets of the Board to *Pearl Donoho* (Nebraska) who was ill and unable to attend this meeting and also the hope that she would have a speedy recovery. *Mrs. Mary D. Barnes* (New Jersey) made a motion that an expression of sympathy be sent to *Rena Rockwell* (New York) whose illness made it impossible for her to attend the convention. Seconded and carried.

APPRECIATION—Motion by *Leonard L. Bowman* (California) that an expression of appreciation be sent to the Boston Convention Committee and particularly to *Everett McIntosh* (Massachusetts) for the splendid arrangements made for the convention and for the many courtesies extended. Seconded by *John Rushing* (Washington). Carried.

SYMPATHY TO THE FAMILY OF DAISY LORD—A motion by *A. C. Flora* (South Carolina) that an expression of sympathy be sent to the family and relatives of *Daisy Lord*—this message to be prepared by a committee from the Board of Directors. Seconded by *Anna E. M. Dwyer* (Connecticut). Carried. *President Dahl* appointed the following committee: *A. C. Flora* (South Carolina), *Mrs. Edith B. Joynes* (Virginia), and *John W. Thalman* (Illinois).

REPORT ON ELECTION OF TWO MEMBERS OF EXECUTIVE COMMITTEE—*Chairman Banks* (Alabama) reported fifty-six votes cast. *Fred D. Cram* (Iowa) and *Helen Collins* (Connecticut), receiving the majority of votes, were elected as members of the Executive Committee for the ensuing year.

STATEMENT BY CORNELIA S. ADAIR—*Miss Adair* (Virginia), representing the past presidents of the Association, stated that because there has been a question concerning the legality of the action taken by the Representative Assembly in 1937 disqualifying past presidents from serving on the Board of Directors that she was requested to ask the Board to obtain the opinion of a constitutional lawyer on this matter. Motion by *Eugene W. Pruitt* (Maryland) that the Board consider the restoration of past presidents to full membership on the Board as far as it is within the power of the Board to do so. Seconded by *Joseph H. Saunders* (Virginia). Carried.

SUBSTITUTE MOTION—The consent of *Eugene W. Pruitt* (Maryland) and *Joseph H. Saunders* (Virginia) being obtained, *Harold W. Smith* (Arizona) made a substitute motion that the matter be referred to the Executive Committee with power to act. Seconded by *Helen Collins* (Connecticut). Carried.

APPROPRIATION OF FUNDS FOR 1941-42—*W. W. Trent* (West Virginia) moved that

the Board of Directors appropriate funds to meet the budget for the ensuing year. Seconded by *Everett R. Erickson* (Alaska). Carried.

REINSTATEMENT OF ELECTED DIRECTORS—*Joseph H. Saunders* (Virginia) moved that the resignation of members of the Board of Directors who have been substituted for this meeting be accepted and the regularly elected directors be reinstated. Seconded by *W. B. Mooney* (Colorado). Carried.

ADJOURNMENT—A motion to adjourn was seconded and carried. The meeting adjourned at 11:00 A.M.

WILLARD E. GIVENS, *Executive Secretary*
MYRTLE HOOPER DAHL, *President*

MINUTES OF THE MEETINGS OF THE EXECUTIVE COMMITTEE

Atlantic City, New Jersey

Friday, September 27, 1940

The Executive Committee met at 11:10 A.M. Eastern Daylight Saving Time in the Club Room, Traymore Hotel, September 27, 1940, with the following members present: *Donald DuShane,* president, *Helen Collins, Fred D. Cram, Myrtle Hooper Dahl, Amy H. Hinrichs, Joseph H. Saunders, B. F. Stanton,* and *John W. Thalman. Willard E. Givens,* executive secretary, and *Harriett M. Chase,* chief assistant to the secretary, were also present. *Albert Shaw* was absent because of illness. A message expressing regret at his inability to be present was sent to *Mr. Shaw* by *Secretary Givens* on behalf of the Executive Committee.

MINUTES OF THE MILWAUKEE MEETINGS—*Mr. Thalman* moved the adoption of the minutes of the Milwaukee meetings of the Executive Committee. Seconded by *Miss Collins.* Carried.

FINANCIAL STATEMENT—A brief summary on the finances of the Association was presented by *Secretary Givens.* The comparison of income and expenses as of August 30, 1940, with the same date in 1939 showed only a slight variation. Income for the period June 1 to August 30 represents a very small percent of the annual income so that no conclusions are fairly obtainable from amounts of membership receipts in this period. The statement showed an improvement in the cash position of $9,888.52 over that of August 31, 1939. Uninvested cash in the Permanent Fund is $16,066.10—an amount sufficient to give reasonable assurance that one-half of the remaining payment on the building mortgage can be paid in January. The present balance is $46,000.

In connection with the presentation of the financial statement, *Secretary Givens* reported on the proposed Sixteenth Street underpass at Scott Circle. Property owners in the block adjoining Scott Circle are working for the approach to the underpass to be on Massachusetts Avenue rather than on Sixteenth Street. It seems more logical that the underpass approach should be on Massachusetts Avenue, since there is a similar underpass at Thomas Circle and one proposed for Dupont Circle. If all approaches were on Massachusetts Avenue it would permit an easier flow of traffic. It is also a fact that the ratio of vehicles traversing Massachusetts Avenue is three to one compared with Sixteenth Street. Should it be decided to place the approach on Sixteenth Street it would definitely affect the value of all property in the block immediately adjoining the Circle. An engineer of high standing has been secured to testify on behalf of the property owners on Sixteenth Street at a hearing on Tuesday, October 1. It was the feeling of the members of the Executive Committee that everything possible should be done to avoid having the approach to the underpass on Sixteenth Street.

Mr. Saunders mentioned the policy which has been followed by the Board of Trustees in the investment of department and Association funds—namely, to invest only in state, county, municipal, and national bonds. It was the feeling of members

of the Executive Committee that the Board has acted wisely in its policy in buying bonds and that this policy should be continued.

PROPOSED CLASSIFICATION OF NEA COMMITTEES—*Secretary Givens* read the proposed classification of NEA committees, with recommendations. The following actions were taken: *Mr. Saunders* made a motion, seconded by *Mr. Thalman,* and carried, that the Committee on Cooperatives be transferred from the two-year to the one-year classification. *Mr. Saunders* made the suggestion that the activities of this Committee be confined to "what the relationships should be between the National Education Association and cooperatives."

Mr. Stanton made a motion, seconded by *Mr. Saunders* and carried, that the classification of committees under the five headings—convention, standing, special, joint, commissions and councils—be approved.

Mr. Saunders made a motion, seconded by *Miss Hinrichs* and carried, that the convention committees be approved.

Mr. Stanton made a motion, seconded by *Mr. Saunders* and carried, that the standing committees be approved.

Mr. Thalman made a motion, seconded by *Mr. Saunders* and carried, that the special committees, with the amendment "not exceeding three years," be approved.

Mr. Saunders made a motion, seconded by *Mr. Thalman* and carried, to abolish the Committee on Affiliated Associations.

Mr. Saunders made a motion, seconded by *Mr. Thalman* and carried, that the reappointment of committees as outlined, and the joint committees, commissions, and councils be approved.

The classification of NEA committees, as adopted, follows:

The 29 committees, commissions, and councils of the National Education Association shall be classified under the following five headings: I. Convention Committees; II. Standing Committees; III. Special Committees; IV. Joint Committees; V. Commissions and Councils.

I. Convention Committees:

1. Appraisal (R. A. 1937)
2. Auditing (S. R. 9)
3. Budget (S. R. 8)
4. Bylaws and Rules (B. Art. VI, Sec. I)
5. Credentials (S. R. 11)
6. Elections (S. R. 4c)
7. Necrology (S. R. 13)
8. Resolutions (S. R. 12).

These committees function largely at the time of the convention.

II. Standing Committees:

1. Academic Freedom (R. A. 1935)
2. International Relations (Action by convention resolution)
3. Tenure (R. A.).

Standing committees carry on a continuous program of study, interpretation, and action. Each of these committees shall be nationwide, with representation from each state, and each shall have a core committee of five. In any given year the president of the Association shall be encouraged not to reappoint more than four members of any core committee.

III. Special Committees:

1. Cooperatives (R. A. 1937)
2. Code of Ethics (E. C. 1938)
3. Credit Unions (R. A. 1937)
4. Equal Opportunity (R. A. 1935)
5. Individual Guidance (E. C. 1937)

6. Induction into Citizenship (E. C. 1939)
7. Supply, Preparation, and Certification of Teachers (R. A. 1937)
8. Tax Education (E. C. 1938).

Special committees are appointed to study specific problems and shall be appointed for a definite period of time, not exceeding three years. All special committees shall be nationwide, with membership coming from each state, and the general planning shall be done by a core committee of five. The life of each special committee shall be determined by the Executive Committee, following which the president shall appoint all members to serve for that term.

The following committees shall be reappointed for one year:

1. Code of Ethics
2. Cooperatives
3. Equal Opportunity
4. Individual Guidance
5. Supply, Preparation, and Certification of Teachers.

The following committees shall be reappointed for two years:

1. Credit Unions
2. Induction into Citizenship
3. Tax Education.

IV. Joint Committees:

1. NEA and American Legion (R. A. 1938)
2. NEA and American Library Association (E. C. 1932)
3. NEA and American Medical Association (Appointed 1911—reorganized 1938)
4. NEA and American Teachers Association (R. A. 1928)
5. NEA and National Congress of Parents and Teachers (R. A.).

The number of representatives from each participating organization shall be either three or five. It is suggested that one member be appointed each year.

V. Commissions and Councils:

1. Educational Policies Commission (Joint Action of NEA Executive Committee and the AASA Executive Committee 1935)
2. Joint Commission on Education and Resources (E. C. 1939, in cooperation with the Progressive Education Association)
3. Legislative Commission (R. A.)
4. National Council of Education (Charter, Sec. 2)
5. National Council on Teacher Retirement (E. C. 1936).

These commissions and councils should continue their work along the general line which they are now following.

APPROPRIATIONS TO DEPARTMENTS—*Secretary Givens* briefly outlined the financial needs of the departments of the Association for the coming year. *Mr. Saunders* made a motion, seconded by *Mr. Stanton* and carried, that there will be appropriated for the use and services of departments as listed below, the amounts appearing after their names, for a total appropriation of $19,700 as included in the budget adopted by the Representative Assembly.

Classroom Teachers	$13,400 (Specified in budget)
Health, Physical Education, and Recreation	1,000
Adult Education	500
Secondary Teachers	1,500
National Council of Education	700

Business Education	$500
Art Education	250
Science Instruction	1,000
Home Economics	50
Rural Education	300
Kindergarten-Primary	400
Emergency needs, other departments	100
Total	$19,700

APPROPRIATIONS TO COMMITTEES AND COMMISSIONS—In view of the action taken to abolish the Committee on Affiliated Associations, a motion was made by *Miss Collins,* seconded by *Mr. Saunders* and carried, that the appropriation of $500 previously set up for this Committee be struck out—that $100 be added to the appropriation for the Joint Committee of the NEA and ALA, and that $400 be set up as an emergency committee fund. *Mr. Saunders* made a motion, seconded by *Miss Collins* and carried, that authorization be given for expenditures by and for committees and commissions as listed below, in amounts not exceeding those indicated after their names; that such expenditures are authorized with the understanding that the total expense for all committees and commissions (including that of the Tenure Committee for which separate appropriation was included in the budget) shall not exceed the amount of $18,400, as appropriated for all committees and commissions in the budget. These authorizations are to be reviewed, and amended as conditions may require, by the Executive Committee at its February meeting.

Tenure	$10,000 (Specified in budget)
National Council on Teacher Retirement	400
NEA and AMA	400
Legislative Commission	1,000
Guidance	500
NEA and American Legion	250
Resolutions	300
NEA and ALA	350
Credit Unions	700
Academic Freedom	400
International Relations	400
Equal Opportunity	500
Supply, Preparation, and Certification of Teachers	400
Cooperatives	700
NEA and ATA	400
Ethics	400
Tax Education	400
NEA and NCPT	200
Induction into Citizenship	300
Emergency Committee Fund	400
Total	$18,400

The meeting adjourned at 1:30 P.M. and reconvened at 3:00 P.M.

Attention was called to the form used in getting suggestions for committee appointments.

PROPOSED PROGRAM FOR BOSTON CONVENTION—The proposed outline of the program for the Boston convention was presented by *Secretary Givens,* discussed, and suggestions made. *President DuShane* urged members of the committee to send him suggestions for outstanding speakers.

COMMITTEE FROM THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION,

AND RECREATION—At this time a special committee from the Department of Health, Physical Education, and Recreation, consisting of *J. F. Williams,* chairman, *Jay B. Nash,* and *Hiram Jones,* president of the Department, came before the Committee to discuss the functions of the Department, and its relationship with the National Education Association. The questions raised for the consideration of the Executive Committee were: "What are the functions of the Department of Health, Physical Education, and Recreation?" and "Is it the responsible organization to handle matters of health, physical education, and recreation in the schools?" It was agreed by the Executive Committee that most of the questions raised by the members of the special committee could be handled administratively. The question of the need of a Joint Committee with the American Medical Association was raised—the special committee feeling that the Joint Committee should be abolished within a year's time. The Committee expressed the hope that any publications in the field of health, physical education, or recreation by the National Education Association or any of its departments might be joint publications, or at least that the Department might know about the proposed publications in their early stages. The Committee retired at 5:15 P.M. After they left, the matter was discussed further by members of the Executive Committee. A motion was made by *Mr. Cram,* seconded by *Mr. Stanton* and carried, that the president of the NEA and the president of the AMA confer regarding the future of the Joint Committee of the NEA and AMA, and that the president of the NEA report to the Executive Committee in February.

THE WORK OF DIVISIONS AND DEPARTMENTS—*Mr. Saunders* made a motion, seconded by *Mr. Thalman* and carried, that since the report of the work of divisions and departments was being distributed for information only, the report not be considered at this time. *Secretary Givens* stated that similar reports from the other departments will be forwarded to members of the Committee.

PROPOSED AMENDMENTS TO BYLAWS—Amendments to the Bylaws, proposed at the Milwaukee convention, which will be acted upon at the Boston convention, were discussed by *Miss Chase.* A motion was made by *Mr. Cram,* seconded by *Mr. Stanton* and carried, that Rule 4(b) be amended to include the following statement: *"except that any state which has 20,000 or more paid members of the National Education Association as of May 31 preceding the annual meeting, shall be entitled to a second director."* This was done in order that Rule 4(b) would conform with the amendment to Article II, Section 1(b) of the Bylaws, adopted at the San Francisco convention.

MINUTES OF THE POST-CONVENTION CONFERENCE—Attention was called to the minutes of the post-convention conference, held Friday and Saturday, July 5 and 6, following the Milwaukee convention. *Secretary Givens* stated that the cost of holding the conference was approximately $750. All agreed that the conference was well worth the expenditure. *Mr. Thalman* made a motion, seconded by *Mr. Cram* and carried, that a post-convention conference be held following the Boston convention. This conference is to begin Friday evening, July 4, and continue thru Saturday. It was agreed that presidents of state education associations and presidents of departments would be invited, in addition to secretaries of state education associations, members of the Executive Committee, Board of Trustees, state directors, and staff members.

EDUCATION AND NATIONAL DEFENSE—*Secretary Givens* called attention to the minutes of the Conferences on National Defense of July 15, August 5, and September 6, and also to the *Bulletin on Higher Education and National Defense,* in which the provisions of the Selective Training and Service Act of 1940 are set forth. Special attention was called to Section 5(e) of this bill which states, "Deferment is provided on the basis of dependents, physical, mental, or moral deficiency, and for 'those men whose employment in industry, agriculture, or other occupations or employment, or whose activity in other endeavors is found to be necessary to the maintenance of the national health, safety, or interest.'" *Secretary Givens* reported that the Committee on Education and National Defense appointed an Operating Committee consisting of eighteen individuals. *George F. Zook,* president of the

American Council on Education, and *Secretary Givens* were named co-chairmen of the Operating Committee.

The meeting adjourned at 6:40 P.M. and reconvened at 9:40 P.M.

TREASON IN THE TEXTBOOKS—*Secretary Givens* read a confidential statement to be considered by the Educational Policies Commission at its meeting September 29-October 1. The statement drew attention to articles in various magazines, books, and newspapers, and to certain textbooks detrimental to the public schools.

PUBLIC-SCHOOL TEACHERS AND SOCIAL SECURITY—*Secretary Givens* called attention to the confidential statement on public-school teachers and social security, which is relative to the bill S. 4269, introduced by Senator Wagner last August.

RELATIONSHIP BETWEEN THE NYA AND THE OFFICE OF EDUCATION—*Secretary Givens* called attention to an agreement of July 27, 1940, defining the functions of the United States Office of Education and the National Youth Administration. In a recent additional appropriation to the NYA this agreement was overlooked until attention was called to it. Accordingly, the Office of Education has received an additional allotment of $7,500,000 to be used for the training of NYA youth in accordance with the national defense program.

PAYMENT OF SUBSTITUTE FOR MRS. BARNES—*Mrs. Mary D. Barnes,* president of the Department of Classroom Teachers, has been granted a leave of absence from the Elizabeth, New Jersey, school system for the year, with salary paid. However, it will be necessary for her to pay the salary of her substitute. A motion was made by *Mr. Thalman,* seconded by *Mr. Stanton* and carried, that $1000 of the budget of the Department of Classroom Teachers be used for the payment of a substitute for *Mrs. Barnes.*

PERSONNEL AND SALARY CLASSIFICATION—*Secretary Givens* called attention to the few changes made in the personnel and salary classification. The major change is the abolishing of "I-A—Associate Director of Research," since there is no such position at the present time. The statement also carries the requirements for eligibility for appointment to the permanent roll.

ADVERTISING IN "SECONDARY EDUCATION"—In December 1936 the Executive Committee discussed the matter of department publications carrying advertising. At that time it was pointed out that all departments having close relationships with the NEA, with the exception of the Department of Secondary Education (now called Secondary Teachers), refrained from carrying advertising on the theory that the Association's advertising activities should be confined to the *Journal.* Action was taken that if the Department of Secondary Education was to receive an appropriation from the NEA its publication should not carry advertising. This action became effective June 1, 1937. While the Department of Secondary Teachers continues to receive an appropriation from the NEA, it has been unable to carry forward its program with its present resources, and requests the Executive Committee to reconsider its previous action. A motion was made by *Miss Collins,* seconded by *Miss Hinrichs* and carried, that the action of December 1936 be rescinded and that the Department of Secondary Teachers be allowed to carry advertising in *Secondary Education* for the current year. The Committee requested the executive secretary to bring a recommendation on the matter of the policy of advertising by departments not later than the Boston meeting.

POLICY GOVERNING FIELD WORK OF STAFF MEMBERS—This question was discussed by *Secretary Givens.* A recommendation will be brought to the Executive Committee for consideration at a later meeting.

NECROLOGY LIST—It has been the practice in the past to carry names of individuals who had not been members of the National Education Association in the necrology list. A motion was made by *Mrs. Dahl,* seconded by *Mr. Stanton* and carried, that in the future, the necrology list will include only names of those persons who have been NEA members.

The meeting adjourned at 12:10 A.M.

Saturday, September 28, 1940

The joint Executive Committees of the NEA and the AASA met in the Ozone Room, Hotel Dennis, Atlantic City, at 8:30 A.M., to consider the future and program of the Educational Policies Commission. After discussing the matter thoroly, it was considered of such importance that it was decided to hold another meeting of the joint Executive Committees on December 14, either in Washington, or in Chicago, depending upon transportation costs, information to be secured and place determined by the two executive secretaries. Accordingly, the meeting will be held on December 14 at the Stevens Hotel in Chicago.

The NEA Executive Committee reconvened at 11:35 A.M. in the Club Room of the Traymore Hotel.

SEVENTY-FIFTH ANNIVERSARY OF THE OFFICE OF EDUCATION—*Secretary Givens* read a brief statement on the part the NEA had in the establishment of the U. S. Office of Education. The Office will celebrate its seventy-fifth anniversary in 1942. A motion was made by *Miss Hinrichs,* seconded by *Mr. Stanton* and carried, that a committee be appointed to prepare a program for the celebration—the culmination of the celebration to be the date when the Office of Education was created by Congress.

COMMITTEE ON INDUCTION INTO CITIZENSHIP—The chairman of the Committee on Induction into Citizenship, *Hugh Bonar,* had recommended that the name of the Committee be changed to "New Voter Preparation and Recognition." The recommendation was discussed. The Committee decided not to change the present name.

AMERICAN INDUSTRIAL ARTS ASSOCIATION—This Association desires to become a department of the National Education Association. Because there is already a Department of Vocational Education in the Association it has seemed that the aims and purposes of the two groups might overlap. *Mr. Stanton* reported on a conversation he had with *William E. Warner* of the Ohio State University, president of the American Industrial Arts Association, in which *Mr. Warner* pointed out that it is his opinion that a large percent of the members of the American Industrial Arts Association are members of the NEA, and that the number of their members in trades and industries is much higher than in the American Vocational Association. It was *Mr. Warner's* belief that the Department of Vocational Education would not meet their needs. It was agreed that representatives of the American Industrial Arts Association and representatives of the Department of Vocational Education be invited to meet with the Executive Committee at its meeting in Atlantic City in February 1941.

WFEA DUES—*Secretary Givens* read a letter from *Uel W. Lamkin,* secretary-general of the World Federation of Education Associations, concerning the payment of dues of the National Education Association in the WFEA. *Mr. Gram* made a motion, seconded by *Mr. Stanton* and carried, that the dues of $1000 for the current year be paid. It was agreed that a request be made the WFEA to credit the additional $1000 paid several years ago for last year's dues. In voting the payment of the dues for the current year, it was with the understanding that the money would be used toward the publication of material for use in Latin America, as outlined in *Mr. Lamkin's* letter. The executive secretary was asked to present an evaluation of the work of the WFEA at the February meeting.

VICEPRESIDENTS—A letter from one of the vicepresidents again raised the question of duties of this group. A request was made for stationery, postage, and travel allowances. Since there are no duties of vicepresidents stated in the Bylaws other than "assistants to the president," and since the state director is the officer charged with membership promotion in the state, no action was taken on this request.

The meeting adjourned at 1:10 P.M.

WILLARD E. GIVENS, *Executive Secretary*
DONALD DUSHANE, *President*

Chicago, Illinois

Saturday, December 14, 1940

A special joint meeting of the Executive Committees of the National Education Association and the American Association of School Administrators was held in Chicago at the Stevens Hotel on Saturday, December 14, from 10:00 A.M. to 1:00 P.M. All members of the Executive Committee of the American Association of School Administrators were present: *Carroll Reed,* president, *Homer W. Anderson, Hobart M. Corning, Ben G. Graham, William J. Hamilton, Jesse H. Mason,* and *J. W. Ramsey. Secretary Shankland* was also present. The following members of the Executive Committee of the National Education Association were present: *Donald DuShane,* president, *Helen Collins, Fred Cram, Mrs. Myrtle Hooper Dahl, Joseph Saunders, Albert Shaw, B. F. Stanton,* and *John Thalman. Secretary Givens* was also present. *Miss Hinrichs* was absent because of the recent death of her father.

President DuShane explained the purpose of the meeting and called upon *Secretary Givens* to give the report of the Committee on Procedure, appointed at the last joint meeting of the Executive Committees. This Committee consisted of *President Reed, President DuShane, Secretary Shankland,* and *Secretary Givens.*

Secretary Givens gave the Committee's report which outlined the suggested procedure to be considered by the joint meeting of Executive Committees in selecting the personnel for the Educational Policies Commission for a four-year period—January 1, 1941, to December 31, 1944:

1. Careful consideration of the program of the Educational Policies Commission for the next four years.
2. Adopt the policy recommended by the Educational Policies Commission of rotating membership during the next four years, retaining approximately 75 percent of the present membership this year and replacing 25 percent.
3. A frank discussion of the personnel of the present Policies Commission.
4. An election by secret ballot of three members from the present Policies Commission to serve for the entire four-year period.
5. An election by secret ballot of three more members from the remaining membership of the Educational Policies Commission to serve for a period of three years.
6. An election by secret ballot of four more members from the remaining membership of the Educational Policies Commission to serve for a period of two years.
7. The three members remaining after the ten have been re-elected to be sent letters of appreciation for their services on the Policies Commission during the past five years.
8. After proper consideration has been given to the abilities and the general qualifications of the ten elected members, that some consideration be given to the positions which they hold and to their geographical location and sex, before making nominations for a list of new members in order that we may have a well-rounded Commission, keeping in mind that the ability to render distinguished service to the Commission is an indispensable requirement for membership.
9. That when the nominations for new members have been completed by the members of the two Executive Committees, a new list be made with the names arranged alphabetically.
10. Election by secret ballot of three members from the new list to serve for the entire four-year period.
11. That when inviting both the former members and the new members to serve on the Educational Policies Commission, they be asked to make service on this Commission their number one professional responsibility.

This report of the Committee was unanimously approved.

Two other actions were then taken. A motion was made by *Mr. Graham* and unanimously passed that members now serving on the two Executive Committees not be considered for membership on the Educational Policies Commission.

Since there were fifteen voting members present, it was further agreed that no one receiving less than eight votes be elected as a member of the Educational Policies Commission.

In keeping with the order of business adopted, the joint session first considered the program of the Educational Policies Commission for the next four years. *President Reed* spoke at some length on the value of building a stronger public relations program for education.

Secretary Shankland suggested that since a yearbook of the American Association of School Administrators would deal with vocational education this would reduce the need for a study in this field by the Educational Policies Commission. This suggestion was well thought of by the group.

Miss Collins stressed the fact that for implementation purposes all work of the Educational Policies Commission should be put in simple, understandable language.

Mr. Hamilton spoke of the value of a public relations meeting held by the NEA in Chicago. He stressed the need of making public relations material available, suggesting that discussion groups within parent-teacher associations and similar groups be encouraged.

Mr. Graham spoke highly of the publicity sent out by the office of the Educational Policies Commission in connection with the publication, *Education and Economic Well-Being.* He also stressed the value of conferences thruout the country in bringing the work of the Commission to the attention of professional and lay people.

Mr. Stanton suggested that some good columnist be encouraged to become acquainted with the publications of the Policies Commission and make the findings known thru his column.

Mr. Saunders spoke of the need of financial support for the schools—that a careful study of this whole field of securing adequate support to make our schools an important part of the defense program should be the first obligation of the Policies Commission. *Mr. Saunders* stressed the fact that the strongest defense we can build for democracy is a sound, well-financed educational program.

It was agreed that the problems set forth in the two mimeographed statements by the Educational Policies Commission, which had been submitted in advance by the secretaries to the members of the Executive Committees, covered most of the important problems which should be studied by the Educational Policies Commission during the four years that are ahead.

Mr. Saunders raised the question as to whether or not we should elect a Commission of thirteen members or reduce it by three because of the reduction in our finances. After some discussion it was decided not to reduce the size of the Commission.

Since the two Executive Committees had approved the report of the Committee to adopt the policy recommended by the Educational Policies Commission of rotating membership during the next four years, retaining approximately 75 percent of the present membership this year and replacing 25 percent, the members proceeded to item three in the procedure. After careful consideration of the qualifications of all members of the Policies Commission, the Committees proceeded with item four, which was to elect by secret ballot three members of the present Policies Commission to serve for the entire four-year period. The result of this ballot was the election of *Edmund E. Day, A. J. Stoddard,* and *George D. Strayer.*

Item five in the adopted procedure called for an election by secret ballot of three more members from the remaining membership of the Educational Policies Commission to serve for a period of three years. This resulted in the election of *Frederick M. Hunter, John K. Norton,* and *Emily A. Tarbell.*

Item six called for an election by secret ballot of four more members from the remaining membership to serve for a period of two years. This resulted in the election of *George S. Counts, J. B. Edmonson, Agnes Samuelson,* and *John A. Sexson.*

The Executive Committees proceeded next to make a list of nominees from which three new members would be elected. The members then proceeded to elect by secret ballot three new members to serve for the four-year period. Those elected were: *J. B. Conant, C. B. Glenn,* and *Sidney B. Hall.*

A motion was made and unanimously carried that an expression of appreciation be sent to each member of the Commission for the fine service rendered during the past five years.

After further discussion concerning the size of the Commission, it was moved and unanimously carried that when inviting both the former members and the new members to serve they be asked to make service on this Commission their number one professional responsibility, and that if any of the members fail to accept appointment on the Commission, their places be not filled until after three vacancies have occurred.

The joint session adjourned for luncheon.

WILLARD E. GIVENS, *Executive Secretary*
DONALD DUSHANE, *President*

Chicago, Illinois

Saturday, December 14, 1940

The Executive Committee of the National Education Association met in Chicago at the Stevens Hotel from 2:30 P.M. to 4:00 P.M on Saturday afternoon, December 14, 1940, with all members present except *Miss Hinrichs.* The meeting was called to order by *President DuShane.*

DATE FOR NEXT MEETING—The first item of business was that of determining the date for the next meeting. It was unanimously decided that the next meeting of the Executive Committee would be at the Traymore Hotel in Atlantic City on Friday, February 21, at 11 A.M.

PROPOSED COMMISSION ON TEACHER WELFARE—*President DuShane* discussed at some length the desirability and the possibility of increasing the activities of the NEA in the general field of teacher welfare, suggesting that if funds were available a commission be set up in this field to deal with public relations, protection of education of children, financing of a sound educational program, and the protection of teachers.

President DuShane spoke of the organized attacks on education now being carried forward by individuals and organizations in speeches, newspaper articles, magazine articles, cartoons, and so forth. This commission would consider such items as the organized attacks on education, public relations programs, taxation methods and movements, tenure, salaries, retirement, academic freedom, making every effort to defend all members of our profession who are real teachers and genuine Americans, and to rid our profession of any who do not qualify as genuine Americans.

He stressed the fact that such a commission should be made up of a group that would command both public and professional respect—that the group should have prestige and that consideration should be given to the appointment of at least one outstanding layman, preferably a member of a board of education; some outstanding individual representing parents, preferably someone well known in the National Congress of Parents and Teachers; an outstanding superintendent; and three or more classroom teachers.

Possible ways of financing the program were then discussed. *Secretary Givens* made some comments concerning the need and psychology of enlarging the Association's activity in this field.

Mr. Cram discussed the problem of state cooperation with such a commission.

Miss Collins stressed the importance of educating our own members and of

having more impetus come from the teachers themselves for carrying forward such a program.

Mr. Saunders suggested that if such a commission were created it would be most desirable that the right name be selected for the commission. He suggested a name such as "Committee To Preserve Democratic Procedures in Education." He stated that the name should be one that would not bring criticism from lay people upon our profession. The name "Committee in Defense of Public Education" was suggested as another possibility.

President DuShane suggested the desirability of such a commission being strictly an NEA commission.

Mrs. Dahl moved and *Mr. Stanton* seconded a motion that *President DuShane* and *Secretary Givens* be requested to outline the proposition which they have in mind in this field and send it to members of the Executive Committee in advance of the Atlantic City meeting. This motion was unanimously carried.

DISCUSSION OF LEGISLATIVE MATTERS—*Mrs. Dahl* raised the question as to whether or not the NEA had approved the health bill of the American Association for Health, Physical Education, and Recreation. It was pointed out that there had been no opportunity for consideration of the bill by either the Executive Committee or the Legislative Commission. *Mrs. Dahl* stressed the desirability of making clear in the field what the NEA had approved and what it had not approved, citing both the Hatch Act and the Wagner Bill as examples of legislation which should be carefully followed and the attitude of the Association made known to its membership.

ADJOURNMENT—Upon motion by *Mrs. Dahl,* seconded by *Mr. Cram,* the Executive Committee adjourned at 4 P.M.

WILLARD E. GIVENS, *Executive Secretary*
DONALD DUSHANE, *President*

Atlantic City, New Jersey

Friday, February 21, 1941

The Executive Committee convened at 2:30 P.M. in the Chippendale Room of the Traymore Hotel with the following members present: *Donald DuShane,* president; *Helen T. Collins, Fred D. Cram, Mrs. Myrtle Hooper Dahl, Amy H. Hinrichs, Albert Shaw, Joseph H. Saunders, B. F. Stanton,* and *John W. Thalman.* All members of the Board of Trustees were present except *Mr. Doudna. Willard E. Givens,* executive secretary, and *Harriett M. Chase,* chief assistant to the secretary, were present also.

MOTION TO ADOPT MINUTES—On motion of *Mr. Thalman,* seconded by *Mr. Saunders,* the minutes of the meetings held in Atlantic City on September 27 and in Chicago on December 14 were approved.

FINANCIAL REPORT—A comparison of cash and other assets of January 31, 1941, with January 31, 1940, shows a decrease of $7193.27. The net improvement of the cash position for the year is $23,980.16. This does not take into account the amount still due from Receiver's Certificate of the Commercial National Bank and all assets and liabilities of the Permanent Fund.

Increase in income from all sources is $24,241.37. Expense for operation shows an increase of $11,227.48. Principal increases of expense are for the amount allotted toward the support of the Educational Policies Commission, full transfer of which has been made for the remainder of the fiscal year and for production of American Education Week material required on account of enlarged demands. Expenses of the Executive Committee, Board of Trustees, and Board of Directors are substantially less than those of last year due to more centralized location of convention, and expenses for volume of *Proceedings* are less thru its admission to the mails at book rates.

Budget appropriations and expenses are in good balance. However, no margin safely remains to finance activities beyond those anticipated in the budget.

The Secretary's Contingent Fund, budgeted at $2898, is being used primarily for support of the National Committee on Education and Defense, jointly with the American Council on Education.

The report was approved as read by *Secretary Givens.*

FUTURE OF THE JOINT COMMITTEE OF THE NEA AND AMA—*Secretary Givens* briefly reviewed the history of this Joint Committee, touching on the meeting with representatives of the American Association for Health, Physical Education, and Recreation at the meeting of the Executive Committee in September. Following the meeting with these representatives, *President DuShane* conferred with *President Van Etten* of the American Medical Association concerning the Joint Committee.

It was suggested that *Secretary Givens* confer with *Dr. Charles Wilson* during the week and report at the meeting of the Executive Committee on Thursday.

EDUCATIONAL POLICIES COMMISSION—*Secretary Givens* called attention to a statement on the Educational Policies Commission which will appear in the March issue of the *Journal* with pictures of the members of the present Commission. He also discussed briefly a study which EPC is making of North American schools in Latin American countries and also the possibility of the ministers of education from Latin America making a tour of the schools in this country. The itinerary calls for starting in New York City and ending there. The government has guaranteed to finance this tour. On motion of *Mr. Stanton,* seconded by *Miss Hinrichs,* the plan was approved.

NATIONAL COMMITTEE ON EDUCATION AND DEFENSE—*Secretary Givens* referred to the sixty organizations participating in the National Committee on Education and Defense and also to the following subcommittees: (1) Teaching Materials, *Ben G. Graham,* chairman; (2) Military Affairs, *Isaiah Bowman,* chairman; (3) Pre-Induction Education, *N. L. Engelhardt,* chairman; (4) College Women and Defense, *Meta Glass,* chairman; (5) Industrial Training, *Alonzo G. Grace,* chairman; and (6) Latin America, *Luther Gulick,* chairman.

The last-mentioned subcommittee has only recently been appointed. The purpose of this subcommittee is to study material on Latin American countries and to determine a policy in working out units of study.

A list of publications on defense available from the United States Office of Education was read.

INSTITUTES ON PROFESSIONAL RELATIONS—The Institutes on Professional Relations were started in 1938 to help bring about unity and democracy within the profession. From a beginning of one Institute the number has grown to fifty Institutes held last year in twenty states. It seems evident that this number will be exceeded for 1941.

REPORT ON WORK OF TEACHING FILM CUSTODIANS, INC.—*Secretary Givens* reported much interest in the films which have been made available by the Teaching Film Custodians, Inc. Five thousand schools used the films during 1940. Extension divisions of universities have been using them extensively.

AMERICAN EDUCATION WEEK—Highlights of American Education Week for 1940 were touched upon showing a total income from this source of $15,817.98. The expenses for production of materials was $9760.76. The theme chosen for American Education Week for 1941 is "Education for a Strong America."

COOPERATION OF NEA IN LATIN AMERICAN ACTIVITIES—*Secretary Givens* read a letter addressed to *Robert G. Caldwell,* chairman of the Committee on Latin American Relations of the Council of National Defense of the State Department, outlining the plan of the NEA in preparing materials on Latin America for use in the schools. This plan includes such work as bringing up to date the bibliography on Latin American backgrounds, a teacher's handbook listing publications and services of the agencies interested in Latin American affairs, a list of visual aids, a bibliography of textbooks, encyclopedias, magazines, and any other reliable, practical, and attractive materials which seem advisable.

On motion of *Miss Hinrichs,* seconded by *Albert Shaw* and carried, the plan was approved.

On motion of *Mr. Saunders,* seconded by *Mrs. Dahl* and carried, approval was given for *Secretary Givens* to serve as a member of the Committee on Latin American Relations of the Council of National Defense of the State Department. The purpose of this Committee is to help the schools in their effort to introduce worthwhile educational programs and material on the Western Hemisphere.

REPORT ON ADVERTISING IN DEPARTMENT PUBLICATIONS—*Mr. Givens* read a brief report showing that the following publications carry advertising: (1) *Journal of Health and Physical Education;* (2) *National Business Education Quarterly;* (3) *National Business Education News;* (4) *Secondary Education;* (5) *Social Education;* (6) *The Bulletin of Secondary-School Principals.* A recommended policy on advertising in department publications will be brought to the Committtee at the Boston meeting.

DISCUSSION OF THE POSSIBILITY OF A COMMISSION ON THE PROTECTION OF DEMOCRACY THRU EDUCATION—A revised copy of the proposal was read by *Secretary Givens.* The purpose of such a commission would be to defend education against unjust criticism and attacks by investigating such attacks; to investigate unjust criticisms and attacks on members of the teaching profession and against school systems and organizations and to create a better understanding and support of education thru an expanded public relations and lay educational program. This commission would be an action body and would strive to meet the approaching crisis in education.

After discussing the matter at length, further consideration was deferred until the next day.

On motion of *Mr. Stanton,* seconded by *Miss Collins,* the meeting adjourned at 6:10 P.M. to reconvene at 9:30 A.M. on Saturday morning, February 22.

Saturday, February 22, 1941

The Executive Committee reconvened at 9:35 A.M., with all members present except *Albert Shaw* who was ill.

ACTION ON A PROPOSAL FOR A NATIONAL COMMISSION ON THE PROTECTION OF DEMOCRACY THRU EDUCATION—After some discussion, a motion was made by *Mr. Cram,* seconded by *Mrs. Dahl* and carried, that the report of the subcommittee (composed of *President DuShane* and *Secretary Givens*) on a proposed National Commission for the Protection of Democracy thru Education be accepted as a report of progress. The special subcommittee with the addition of *Mr. Saunders* was continued and was asked to give further study to a suggested plan for the Executive Committee to consider previous to the Boston convention.

FEDERAL AID BILL—A draft of a proposed bill for federal aid to education, which has been accepted by the Executive Committee of the Legislative Commission and representatives of forty-seven national organizations, was read. Action on the bill was postponed until after the meeting of the Legislative Commission on Tuesday; except that it was agreed that the executive secretary would recommend to the Legislative Commission that the amount of $100,000,000 in the proposed bill be changed to $300,000,000.

It was explained that *C. H. Scott* of the Federal Legislative Agency is a lobbyist in Washington who has just completed legislation on irrigation projects and, being interested in education, is now devoting his full time to federal aid to education. He is working entirely independently from the National Education Association.

POSSIBILITY OF A JOURNAL IN THE FIELD OF RURAL EDUCATION—A proposal for the establishment of such a journal was read by *Secretary Givens.* The possibility of an editorial board preparing articles for rural teachers and submitting them to the state journals for publication was suggested. Action on the proposal was withheld until later during the convention.

POST-CONVENTION CONFERENCE—A conference will be held following the Boston convention beginning with a dinner meeting on Friday, July 4, followed by an evening session and an all-day meeting on Saturday, closing at 4 o'clock. The following groups will be invited to participate in the post-convention conference: all Association officers (including Board of Trustees, Executive Committee, and Board

of Directors); presidents and secretaries of departments; presidents and secretaries of state education associations; and staff members.

REVIEW OF COMMITTEE APPROPRIATIONS—After studying the amount appropriated for the several committees of the National Education Association and the amount expended thru January 31, it was the opinion of the Executive Committee that the appropriations were adequate in all instances with the exception of the Legislative Commission. Consideration of an additional appropriation for the Legislative Commission was deferred at this time.

On motion of *Mr. Saunders,* seconded by *Mr. Thalman* and carried, the executive secretary was directed to advise committee chairmen not to exceed the amount allocated to them during the present fiscal year, without the consent of the Executive Committee.

Because there was no assurance that the report *Health Education—A Guide for Teachers in Elementary and Secondary Schools and Institutions for Teacher Education* could be produced this year, no budget appropriation was set up for this item. Since all income from sales of this report is directly credited to the income account, Sales of Reports and Publications, and since the cost of 10,000 copies of the report will be approximately $4360, and since the balance in the appropriation account, Publications and Reports for Sale, is only $2500 of which about $1500 should be reserved for necessary reprints, it was recommended that the Executive Committee authorize that the cost beyond the amount of $1000 for the production of the report be paid out of the income account, Sales of Reports and Publications.

On motion of *Mr. Stanton,* seconded by *Miss Hinrichs* and carried, the recommendation was approved.

The Committee adjourned at 12:40 P.M. and reconvened at 2:05 P.M.

QUESTION OF APPOINTMENT OF STATE NEA DIRECTOR FOR CONNECTICUT—The name of *Dorothy Hannum* of Bristol, Connecticut, which had been presented by the secretary of the Connecticut State Teachers Association to fill the unexpired term of *Daisy Lord,* was considered. On motion of *Mr. Thalman,* seconded by *Mr. Stanton* and carried, it was agreed that the vacancy would not be filled until the summer meeting out of honor for the high regard in which *Daisy Lord* was held. *Helen Collins* was asked to work with the Executive Committee in the interim on any matters in Connecticut pertaining to the Board of Directors.

RETIREMENT—In order to clarify authority in election of the form of annuity by retired employees, the following action was taken. On motion of *Mr. Stanton,* seconded by *Miss Collins* and carried, the following resolution was adopted:

> *Resolved,* That the executive secretary be and is authorized to elect either a life, a refund, or a 10 years certain life annuity in the case of retirement annuity contracts issued by the Equitable Life Assurance Society of the United States on the lives of employees of the Association, either for immediate or deferred retirements and to change any such election from time to time prior to the commencement of annuity payments both as to type of annuity election and the age at which the annuity is to commence. This resolution specifically approves such election in the deferment case of *Robert L. Davie* and also applies to all similar cases which may follow.

On motion of *Mr. Thalman,* seconded by *Miss Hinrichs* and carried, approval was given for the payment out of the Life Annuities and Insurance Refunds Account the supplementary retirement benefits paid by the Association to retired employees, such payment to be retroactive to December 1, 1940.

Consideration of groups for possible departmental status—Groups considering application for departmental status are the American Industrial Arts Association, American Association of Junior Colleges, and the National Council of Teachers of Mathematics.

Miss Chase reported on meeting with the Board of Directors of the National Council of Teachers of Mathematics on Friday evening, at which time requirements for becoming a department were outlined and many questions answered.

Should the American Association of Junior Colleges become a department, it would bridge a gap between secondary education and the American Association of Teachers Colleges, and would take in about 400 institutions. At this time the following representatives of the American Industrial Arts Association appeared before the Executive Committee: *William E. Warner,* president, Columbus, Ohio; *Louis V. Newkirk,* Chicago; *Elmer W. Christy,* Cincinnati; and *Everett J. McIntosh,* Weymouth, Massachusetts. *Mr. Warner* gave a clear statement on the purposes and scope of the American Industrial Arts Association. The Association has a membership of 710, with representatives in every state and territory. There are approximately 29,000 industrial art teachers in the United States. In many cities there is a fine program of vocational education and industrial arts education, the two groups working in friendly cooperation. After the group withdrew, there was further discussion.

Mr. Cram made a motion, seconded by *Mr. Stanton* and carried, that the American Industrial Arts Association be recommended to the Board of Directors at the Boston meeting for admittance as a department of the National Education Association.

ADVISABILITY OF ACCEPTING A DONATION OF FLORIDA LAND FOR THE NEA—*Secretary Givens* discussed the possible offer of a tract of land at Ft. Lauderdale, Florida, for the use of the NEA. The general sentiment of members of the Committee was in favor of accepting the land, in case the offer was made.

PRESENT RELATIONSHIPS OF THE NEA AND WFEA—*Secretary Givens* reviewed correspondence with the secretary-general of the World Federation of Education Associations concerning the payment of current dues and the application of the additional payment made in 1935.

On motion of *Mr. Saunders,* seconded by *Mr. Cram,* the matter was carried over until the Boston meeting at which time the secretary was requested to bring a report and in the meantime no dues would be paid. (This matter was discussed further on Thursday.)

BYLAWS OF THE DEPARTMENT OF GARDEN EDUCATION—On motion of *Miss Collins,* seconded by *Mrs. Dahl* and carried, the Bylaws of the Department of Garden Education as submitted by the Department were approved.

AMENDMENT TO NEA BYLAWS—On motion of *Mr. Stanton,* seconded by *Miss Collins* and carried, it was agreed that the following amendment would be printed in the May issue of the *Journal:*

> A local educational association or teachers organization within a state, territory, or district may affiliate with the National Education Association and shall be designated an affiliated local association . . . .
>
> *Within a given jurisdiction or political or administrative subdivision of the state, the local education association maintaining an affiliation with the state education association shall be the sole local NEA affiliate: Provided, however, that any existing affiliation of local associations shall not be terminated because of the above provision, and provided also that the Executive Committee may, after due consideration and consultation with the existing local and state affiliate or affiliates of the National Education Association, approve for affiliation additional local associations.*
>
> Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the Representative Assembly as hereinafter provided . . . .

The meeting adjourned to reconvene on Thursday, February 27.

Thursday, February 27, 1941

The Executive Committee convened at 9:15 A.M. with all members present with the exception of *Mr. Stanton* who was called home. *Paul Monroe,* president, *E. A. Hardy,* treasurer of the WFEA, and *Henry Lester Smith,* member of the Board of Directors, were also present.

NEA AND WFEA—*Mr. Hardy* gave a brief history of the WFEA from its organization in San Francisco in 1923. The Canadian Teachers Association was the second unit to become a member of the WFEA.

Mr. Monroe added to the statement made by *Mr. Hardy,* pointing out that an organization such as the WFEA will be needed much more following this war than it was needed following the last war. He stated that the withdrawal of the invitation to hold the biennial conference in Rio de Janeiro in the summer of 1940 was received too late to cancel the trip but that a notice of the withdrawal was sent in late May or early June to all who had made arrangements to take the trip.

Because of the present world situation there can be no meeting of the Board of Directors, and hence no election of officers. *Mr. Smith* pointed out that much good has come from the organization—that recognition has been given to the leaders because of their connection with the WFEA. He mentioned in particular that one of the British directors and another from Scotland had been called upon during the present conflict to plan for the evacuation of children. He stated that it was imperative for a skeleton organization to exist so that when peace comes there will be this organization to take up the work. The foundation has been laid and it would take much time and effort to form another comparable organization.

The question was raised as to whether there was a possibility of having a federation of education associations in the democracies of the world. It was pointed out that the WFEA has kept apart from the governments of the various countries in order not to be directed by them, but since no totalitarian country will permit representation, probably the countries themselves would settle this question.

Plans are being projected for the holding of a conference of three sections—teachers organizations, international relations, and modern language—in Montreal following the Boston convention.

The question was raised as to whether dues might be suspended during the inactive period. An affirmative answer was given.

The officers of the WFEA then withdrew.

NEA AND AMERICAN LEGION—*Ray Meade,* principal, Chicago Heights, Illinois, newly elected president of the Schoolmasters Club of the American Legion, spoke on behalf of the need of a closer relationship with the American Legion. It was pointed out that while the Joint Committee of the NEA and the American Legion was formed primarily for the promotion of federal aid, the function was changed last September to create understanding and mutual helpfulness in handling relationships between the NEA and the Legion. *Mr. Meade* expressed the hope that state secretaries might organize the Legionnaire Schoolmasters within the state associations.

After *Mr. Meade* left, *Mrs. Dahl* made a motion, seconded by *Miss Collins* and carried, that *Mr. Meade* be added to the Joint Committee for the remainder of the year.

FEDERAL AID—On motion of *Mr. Thalman,* seconded by *Miss Collins* and carried, approval was given of the federal aid to education bill as adopted by the Legislative Commission at its meeting on Monday, February 24. Also, authorization was given for the transfer of $1500 from the balance available in the account, Committees and Commissions, to the Legislative Commission, and that the executive secretary be authorized to seek funds from other sources such as teachers associations for a vigorous campaign for federal aid to education in this Congress.

FUTURE OF THE JOINT COMMITTEE OF THE NEA AND AMA—On motion of *Mr. Saunders,* seconded by *Mr. Cram* and carried, it was suggested that the Joint Committee of the NEA and the AMA be advised that they cease to publish studies in the health field, leaving the publication of such material to the departments or bureaus of the NEA and AMA established for that purpose—that because of the number of people whose interest and cooperation is needed to make a sound health program function thruout the entire school system both the Joint Committee and the American Association for Health, Physical Education, and Recreation be en-

couraged to hold meetings and conferences at our conventions—that due to the thirty years of fine work done by the Joint Committee and to the problems of policy continually arising between the NEA and AMA, the Joint Committee be continued.

NATIONAL LEGISLATION—It was suggested that a statement be carried in the next issue of the NEA *Journal* to the effect that the only national legislation sponsored by the National Education Association is the bill for federal aid to education and that reprints of this statement be sent to Congressmen.

JOURNAL IN THE FIELD OF RURAL EDUCATION—A motion was made by *Mr. Saunders,* seconded by *Mr. Cram* and carried, that the executive secretary of the National Education Association be authorized to seek funds for the Department of Rural Education from the General Education Board, the Julius Rosenwald Fund, the Kellogg Foundation, and the Farm Foundation in order that this Department may establish a journal in the field of rural education.

This is done with the understanding that the National Education Association will not accept funds from any of the above-named foundations unless each contributes equally, and further that the National Education Association will give every support during the five-year period of the grant to help the Department of Rural Education make the journal self-supporting without the help of advertising, but that the Executive Committee does not obligate the Association for financial support of the journal during the period of the grant or thereafter.

WFEA—*Mr. Cram* made a motion, seconded by *Miss Collins* and carried, that membership be retained in the WFEA for next year and that a token payment of $100 be made for 1941-42 provided that the WFEA credit the additional $1000 paid several years ago for dues for 1939-40, and that the dues of $1000 for the current year (1940-41) be paid with the understanding that the money be used toward the publication of material for use in Latin America.

The meeting adjourned at 12:10 P.M. to meet in Boston on Friday, June 27, at 9:30 A.M.

DONALD DUSHANE, *President*
WILLARD E. GIVENS, *Executive Secretary*

Boston, Massachusetts

Friday, June 27, 1941

The Executive Committee convened at 11:05 A.M. immediately following the meeting of the Board of Trustees in the Hancock Room of the Hotel Statler with the following members present: *Donald DuShane,* president; *Helen T. Collins, Fred D. Cram, Myrtle Hooper Dahl, Amy H. Hinrichs, Albert Shaw, Joseph H. Saunders, B. F. Stanton,* and *John W. Thalman.* Also all members of the Board of Trustees, *Willard E. Givens,* executive secretary, and *Harriett M. Chase,* chief assistant to the secretary, were present.

MOTION TO ADOPT MINUTES—On motion of *Mr. Thalman,* seconded by *Miss Hinrichs,* the minutes of the meetings held in Atlantic City on February 21, 22, and 27 were approved.

APPRECIATION—By unanimous consent it was agreed that an expression of appreciation be sent the Boston Convention Executive Committee for the beautiful basket of flowers which arrived as the meeting opened.

GREETINGS—On motion of *Miss Hinrichs,* seconded by *Mr. Thalman* and carried, the executive secretary was asked to send a greeting from the Committee to Secretary Emeritus *J. W. Crabtree,* who was unable to attend the convention. *Mr. Thalman* moved, seconded by *Miss Hinrichs* and carried, that the greeting be a tribute of flowers.

REPORT OF THE EXECUTIVE SECRETARY—Secretary Givens touched upon the following high points in his annual report: (a) National Committee on Education and Defense, calling attention to the addition of five members to the Subcommittee on Military Affairs which now serves as an advisory committee on education to the army and navy. The National Committee on Education and Defense has been invited to work with the Secretary of the Treasury on the sale of defense stamps and bonds, and

with Mayor LaGuardia of New York with the Office of Civilian Defense. (b) Bill for federal aid for education—S. 1313. Printed copies of the Senate Hearings are now before the Committee on Education and Labor for consideration. The cause has lost a staunch and long-time friend in the untimely death of Senator Harrison of Mississippi. (c) Increase in sale of publications. (d) Annual membership report showing a total membership of 211,191—an increase of 7762 over last year.

TREASURER'S REPORT—Mr. Stanton presented the report of the treasurer showing cash on hand on May 31, 1941, of $146,367.83. On motion of *Mr. Saunders,* seconded by *Miss Hinrichs* and carried, the report was accepted.

REPORT OF BUDGET COMMITTEE—The report was presented by *Secretary Givens. Mr. Thalman* made a motion that the report be amended by restoring $5000 to the appropriation of the Tenure Committee, making the total amount $10,000. Seconded by *Miss Hinrichs.* Carried. On motion of *Mrs. Dahl,* seconded by *Mr. Stanton* and carried, further action on the budget was deferred until a later meeting.

(The meeting adjourned at 1:00 P.M. and reconvened at 2:20 P.M.)

PROPOSAL OF MR. TOIGO—By consent of the Committee, *Avinere Toigo* of the state department of education in Illinois presented his Americanization and citizenship program, his hope being that it could be sponsored by the NEA. Following the presentation, after which *Mr. Toigo* withdrew, the matter was discussed. A motion was made by *Mr. Saunders,* seconded by *Mr. Shaw* and carried, that the Committee recognizes the cause as worthy but that the NEA is not in a position to finance the program.

PERSONNEL RECOMMENDATIONS—On recommendation of *Secretary Givens,* a motion was made by *Mr. Thalman,* seconded by *Mr. Saunders* and carried, that certain changes in salaries and classification be approved.

POLICY OF ADVERTISING BY DEPARTMENTS—*Secretary Givens* stated that after studying the situation, he is as yet unable to recommend a policy which would be just to all. Action was deferred pending further study.

DEPARTMENTS DESIRING SPACE AT HEADQUARTERS—(a) *Secretary Givens* stated that the Department of Business Education is most anxious to elect a secretary and establish headquarters. The dues have been raised from $1 to $2. The Association will consider giving this Department temporary financial assistance if a secretary is selected and headquarters are established in the NEA building. (b) The Department of Visual Instruction is anxious also to become established at headquarters, but it is not yet able financially to do so. (c) The American Association of Junior Colleges has requested departmental status and, in the interim, desires to rent space in the NEA building.

MEMBERSHIP GOAL FOR 1941-42—*Mr. Stanton* made a motion, seconded by *Mr. Thalman* and carried, that the Executive Committee recommend to the Board of Directors that the following standards used in 1940-41 be adopted for the Victory Honor Roll for the school year 1941-42: (a) those states which have enrolled in the NEA 90 percent or more of their teachers; (b) any states which have increased their membership five hundred or more over their record of the preceding year; (c) all other states which have increased their NEA membership 10 percent or more over the record of the preceding year.

PETITIONS FOR DEPARTMENTAL STATUS—(a) American Industrial Arts Association. Having fulfilled all requirements of the Bylaws, a motion was made by *Mr. Cram,* seconded by *Mr. Shaw* and carried, that the Executive Committee recommend to the Board of Directors the acceptance of the AIAA as a department after its petition has laid over one year. (b) Supervised Correspondence Study Group. No action taken. (c) American Association of Junior Colleges. A motion was made by *Mr. Shaw,* seconded by *Mr. Stanton* and carried, that the Executive Committee recommend to the Board of Directors the acceptance of the AAJC as a department after a lapse of one year as required by the Bylaws. (d) International Council for Exceptional Children. A motion was made by *Mr. Thalman,* seconded by *Miss Hinrichs* and carried, that the Executive Committee recommend to the Board of Directors the approval of the merger of the International Council for Exceptional Children

with the Department of Special Education of the NEA and that the name be changed to International Council for Exceptional Children, a department of the NEA.

ACCEPTANCE OF GRANT FOR DEPARTMENT OF ART EDUCATION—A motion was made by *Mr. Saunders* that the NEA accept the grant of $5000 from the General Education Board for the Department of Art Education and that the funds be disbursed, according to established procedures, thru the office of the executive secretary of the Association. Seconded by *Mr. Stanton.* Carried.

MEETINGS OF NATIONAL COUNCIL OF EDUCATION—Since a policy was adopted last year of holding no meetings of departments or the general Association on Sunday, it was suggested that the officers of the National Council of Education be advised that the Executive Committee would prefer that the Council adhere to the policy, having no meetings on Sunday.

MEMBERSHIP POLICY FOR DRAFTEES—A motion was made by *Miss Hinrichs,* seconded by *Mr. Thalman* and carried, that members of the Association who are drafted into service be given membership privileges during this period of service without payment of dues, if they so request.

SPONSORSHIP OF "UNITED STATES OF AMERICA: A PICTORIAL GUIDE TO DEMOCRACY"—A motion was made by *Mr. Stanton,* seconded by *Miss Collins* and carried, that sponsorship of "A Pictorial Guide to Democracy," prepared by the Work Projects Administration, be approved.

INVITATIONS FOR FUTURE CONVENTIONS—*Secretary Givens* called attention to invitations for the 1942 convention from the following cities and outlined their facilities: Atlantic City, Chicago, Denver, Detroit, and Indianapolis. Invitations for 1943 have been extended by Los Angeles, Minneapolis, and Seattle.

EMERITUS LIFE MEMBERSHIPS—*Secretary Givens* reported the following members of long standing who have been honored during the year with Emeritus Life Memberships: *William F. Feagin,* Birmingham, Ala.; *Samuel M. Lindsay,* New York, N. Y.; *Cyrus D. Mead,* Berkeley, Calif.; *G. W. Nash,* Yankton, S. Dak.; *S. C. Schmucker,* West Chester, Pa., and *Thomas D. Wood,* New York, N. Y.

REPORT ON PROPOSED JOURNAL FOR RURAL EDUCATION—*Secretary Givens* stated that this enterprise was dependent upon an equal grant from four foundations and that only two have expressed interest in participation.

INSTITUTES ON PROFESSIONAL RELATIONS—The report shows an increase in the number to be held this summer. Members of the Committee were pleased with the fine report.

POLICY ON USE OF ASSOCIATION FILES—A motion was made by *Mr. Saunders,* seconded by *Miss Collins* and carried, that it is the sense of the Executive Committee that the files of the Association containing names of delegates, individual members, or affiliated associations are for professional use only.

AMERICAN COUNCIL ON EDUCATION—*Secretary Givens* spoke of a meeting to which he has been invited to be held at Skytop, Pennsylvania, on July 12, for the purpose of considering the future of the Council. The Executive Committee expressed general approval of the suggestions outlined by *Secretary Givens.*

MINISTERS OF EDUCATION IN LATIN AMERICA—The Department of State, thru its Division of Cultural Relations, had requested the NEA to prepare a budget covering expenses of bringing the Ministers of Education of Latin America to the United States for a tour covering every section and every area of education. The budget was carefully prepared but was amended by the Department of State by substantial reduction. It was the consensus of the Executive Committee that such a trip should not be undertaken by the NEA unless an adequate amount is allowed for financing it properly.

BINDING FOR PROCEEDINGS—*Secretary Givens* recommended that the cover of the volume of *Proceedings* be changed from the brown binding to a rich blue of waterproof material. On motion of *Mr. Stanton,* seconded by *Mr. Shaw* and carried, the recommendation of *Secretary Givens* was approved.

PAST-PRESIDENT'S KEY—It was suggested by *Past-President Woodruff* that past presidents of the Association, prior to 1938, would appreciate having a past-presi-

dent's key. A motion was made by *Mr. Thalman,* seconded by *Miss Collins* and carried, that keys for past presidents be made available and presented at the next convention to all past presidents who are present at the meeting to receive them.

APPROPRIATION TO DEPARTMENT OF SCIENCE INSTRUCTION—*Mr. Thalman* read a letter from *Ira Davis* of the Department of Science Instruction asking for an additional $1000 for the use of the National Science Committee. On motion of *Mr. Thalman,* seconded by *Miss Collins* and carried, the additional grant of $1000 for the completion of the work of the Committee was approved.

LETTER FROM CHICAGO TEACHERS FEDERATION—A letter from the Chicago Teachers Federation was read by *Mr. Thalman* in which objection was expressed to two proposed amendments to the NEA Bylaws.

AFFILIATION OF LOCAL TEACHERS ASSOCIATIONS—The question of passing upon the application of local teachers associations to affiliate with the NEA was discussed by *Mrs. Dahl,* with particular reference to the application of the Elementary Teachers Association of Philadelphia. *Mrs. Dahl* made a motion that it is the opinion of the Executive Committee that the application of the Elementary Teachers Association of Philadelphia should be accepted as an affiliated unit of the NEA and the president of the organization so notified. Seconded by *Mr. Thalman.* Carried.

WFEA DUES—*Secretary Givens* reported that no dues have been paid the WFEA since the conditions under which it was agreed they should be paid had not been met.

On motion of *Mr. Thalman,* seconded by *Miss Hinrichs* and carried, the meeting adjourned at 5:50 and reconvened at 8:30 P.M.

PROPOSED NATIONAL COMMISSION—*Secretary Givens* read the outline of the proposed National Commission which was the outgrowth of a study of the subcommittee of the Executive Committee consisting of *President DuShane, Mr. Saunders,* and *Secretary Givens,* and suggestions made by other officers of the Association to whom it had been sent. The question of a name was thoroly discussed with general agreement on "National Commission on the Defense of Democracy thru Education." A discussion of types of individuals needed for the Executive Committee of the Commission followed. Members of the Committee were requested to submit names of persons for the help and guidance of the subcommittee. It was felt that the "Purposes" and "Finances" as outlined in the proposal were not clear enough. *Mr. Stanton* made a motion, seconded by *Mr. Shaw* and carried, that the subcommittee be authorized to rewrite the proposal and to shorten and combine parts of these two items for presentation to the Board of Directors. *Mr. Thalman* made a motion, seconded by *Miss Collins* and carried, that the plan as modified be presented to the Board of Directors by *President DuShane.*

REPORT OF BUDGET COMMITTEE—*Miss Collins* made a motion that the report of the Budget Committee be transmitted to the Board of Directors with the amendment agreed upon earlier in the meeting. Seconded by *Mrs. Dahl.* Carried.

The meeting adjourned at 10:30 P.M. to meet again on Thursday, July 3, at 2:00 P.M.

WILLARD E. GIVENS, *Executive Secretary*
DONALD DUSHANE, *President*

Thursday Afternoon, July 3, 1941

President DuShane called the meeting to order at 2:50 P.M., explaining that the purpose of the meeting was to select seven members for the executive committee of the NEA Commission on the Defense of Democracy thru Education. The following individual qualifications were discussed:

1. An understanding of the problems faced by the Commission
2. An enthusiastic and sympathetic interest in these problems
3. Willingness to make the work of the Commission the first professional obligation
4. Security of position
5. Reasonable geographic distribution
6. Classroom teacher representation

7. Equitable division between men and women
8. Tolerance and charity in working with others
9. Individuals with strong convictions but who will give 100 percent support to the decisions of the group
10. Individuals who are nationally known
11. Individuals with various types of backgrounds and opinions.

Consideration was given to naming one university president, one superintendent, two college teachers, and three classroom teachers. After discussing names of individuals, the meeting adjourned to reconvene following the evening general session.

The meeting was called to order by the junior past president, *Mr. DuShane,* at 11:35 P.M. with the following present: *Helen T. Collins, Fred D. Cram, Myrtle Hooper Dahl, A. C. Flora, Amy H. Hinrichs, Joseph H. Saunders, Albert Shaw, B. F. Stanton,* and *John W. Thalman.* Discussion of the proposed NEA Commission was resumed. A subcommittee from the Executive Committee of the Department of Classroom Teachers, consisting of *Mrs. Mary D. Barnes,* chairman, *Margery Alexander,* and *Mrs. Eleanor Edmiston,* appeared before the Executive Committee, stating that the proposed Commission had been a special project of the Department of Classroom Teachers and that it had been given careful and thoro study. The subcommittee was delegated to request the Executive Committee to consider the appointment of five classroom teachers on the executive committee of the Commission. The members of the subcommittee were requested to submit names and did so. After the subcommittee withdrew, members of the Executive Committee listed all names alphabetically which had been suggested and voted upon them by secret ballot for a three-year term. On motion of *Mr. Cram,* seconded by *Mrs. Dahl* and carried, the following list was approved: *Mrs. Mary D. Barnes,* classroom teacher, Elizabeth, N. J.; *Kate Frank,* classroom teacher, Muskogee, Okla.; *Frank Graham,* president, University of North Carolina, Chapel Hill; *Ernest O. Melby,* dean, School of Education, Northwestern University, Evanston, Ill.; *Alonzo F. Myers,* School of Education, New York University; *Frederick Houk Law,* classroom teacher, New York City; *Orville C. Pratt,* city superintendent, Spokane, Wash. *Secretary Givens* was requested to invite these individuals to become members of the new Commission.

On motion of *Mr. Thalman,* seconded by *Mr. Stanton* and carried, the meeting adjourned at 12:35 A.M.

Friday, July 4, 1941

The meeting of the new Executive Committee was held in the Hancock Room, Hotel Statler, on Friday, July 4 at 11:25 A.M. The new president, *Myrtle Hooper Dahl,* presided. The following members were present: *Helen T. Collins, Fred D. Cram, Donald DuShane, A. C. Flora, Joseph Saunders, B. F. Stanton, John W. Thalman,* and *Annie C. Woodward. Secretary Givens* and *Harriett M. Chase,* chief assistant to the secretary, were also present.

CONVENTION CITY AND DATES—On motion of *Mr. Saunders,* seconded by *Mr. Stanton* and carried, it was agreed that the action of the Board of Directors in selecting Denver as the convention city in 1942 be ratified and that the dates be June 28-July 2, provided that satisfactory convention and hotel arrangements can be made by the business manager, *Mr. Allan,* and that the executive secretary and business manager be authorized to enter into satisfactory contracts. *C. H. Hockom,* the convention manager from Denver, gave assurance that no other major convention would be considered for the period just prior to or during the NEA convention.

NATIONAL COMMISSION ON ENRICHMENT OF ADULT LIFE—*Secretary Givens* stated that he is not ready to make a recommendation concerning this Commission now and asked that it be held over until the next meeting. On motion of *Miss Collins,* seconded by *Mr. Stanton* and carried, the request was granted.

AUTHORIZATION FOR SECURING OPINION FROM LAWYER REGARDING THE STATUS OF

PAST PRESIDENTS—The action of the Board of Directors asking that the opinion of a constitutional lawyer be secured on the action of the Representative Assembly in denying past presidents the right to serve as members of the Board of Directors was discussed. Need for careful selection of a lawyer was stressed. *Mr. Thalman* made a motion, seconded by *Mr. Stanton* and carried, that the president and executive secretary be authorized to secure the opinion thru a lawyer whom they will select.

MEMORANDUM REGARDING A COMMUNICATION TO SCHOOLBOARDS—*Secretary Givens* read a memo from *Mr. Morgan* regarding the desirability for calling to the attention of boards of education the great need for increasing teachers salaries in face of the general situation in the nation. On motion of *Miss Collins,* seconded by *Mr. Thalman* and carried, the executive secretary was asked to study the problem and empowered to act.

FURTHER DISCUSSION OF THE PLAN OF MR. TOIGO—*President Dahl* asked permission for *Mr. Toigo* to come before the Committee to discuss budget needs for his Americanization plan. On motion of *Mr. Cram,* seconded by *Mr. Thalman* and carried, permission was given. *Mr. Toigo* stated that it would be his purpose to have the program, showing the contribution of immigrants to our own culture, presented in every community in our country, and he would like to have the NEA promote the project. He would have the NEA arrange for the preparation of materials by such outstanding people as *James Truslow Adams,* and this material would be distributed to the states, possibly thru the state associations. In his opinion, it would cost several thousands of dollars. His suggestion for raising the money included (a) "Dimes for Democracy" drive; (b) Congressional appropriation; (c) thru group participation—perhaps the Jewish group would be willing to underwrite parts of the program; and (d) the *Christian Science Monitor* might be willing to pay a part if the materials are syndicated. After discussion, a motion was made by *Mr. Cram,* seconded by *Mr. Thalman* and carried, that *Mr. Toigo* look further for assistance with his plan and if he still feels the NEA should sponsor it, that he prepare a definite budget and present it at the fall meeting of the Executive Committee.

NEXT MEETING OF COMMITTEE—On motion of *Mr. Thalman,* seconded by *Mr. Stanton* and carried, it was agreed that the next meeting of the Executive Committee be held at NEA headquarters in Washington on Saturday, September 27.

CARE IN USE OF APPROPRIATIONS—*Mr. Saunders* made a motion, seconded by *Mr. Cram* and carried, that the executive secretary and all committees, commissions, divisions, and departments included in the budget exercise care in the use of funds, endeavoring not to use the entire amount which the budget allows.

ADJOURNMENT—The meeting adjourned at 12:45 P.M.

WILLARD E. GIVENS, *Executive Secretary*
MYRTLE HOOPER DAHL, *President*

MINUTES OF THE MEETINGS OF THE BOARD OF TRUSTEES

Atlantic City, New Jersey

Friday Morning, February 21, 1941

The Board of Trustees of the National Education Association met in the Chippendale Room of the Traymore Hotel at 11:10 A.M., pursuant to the call of the chairman of the Board. Members present were *Joseph H. Saunders,* chairman; *Florence Hale, Thomas J. Walker,* and *Donald DuShane.* The secretary, *Edgar G. Doudna,* was unable to attend. In accordance with regular practice, members of the Executive Committee were present also.

The meeting was called to order by the chairman of the Board. *Chairman Saunders* gave the following report on Permanent Funds and Property to January 31, 1941:

Report on Permanent Funds and Property to January 31, 1941

Assets of Permanent Fund

Assets of Permanent Fund as of January 31, 1941, amount to $882,434.85. These figures show a reduction in worth from those of a year ago in the amount of $2,827.75 and reduction from those of May 31, 1940, in the amount of $11,990.25. Such reduction, however, is almost wholly accounted for thru the additional reserve established for Life Membership Notes and by cancellation of some of these notes. Actually, the tangible assets have been increased during the year to the amount of $29,896.84 thru cash received from Life Memberships and Life Membership Notes and from liquidation of certain holdings in the Parker Teacher Welfare Fund. The worth of the funds held for departments of the Association has increased over last year in the amount of $5,603.50.

Real-Estate Mortgage Loan

On January 30, 1941, a payment of $23,000 was made on account of the real-estate mortgage loan. This is the full amount allowed to be paid annually under the loan contract and leaves a balance of $23,000 which may be paid January 30, 1942. In normal course of events, we can expect to clear the mortgage on that date.

Securities

All income from securities has been promptly paid with the exception of that from the bonds of the St. Louis and San Francisco Railroad Company, under reorganization. These bonds have face value of $5250 and remain on deposit with the Central Hanover Bank and Trust Company, New York City. Partial payment of interest has recently been made for the second successive year.

State of Arkansas Toll Bridge bonds are now paying full interest in cash, displacing the plan whereby part of the interest was paid thru issuance of Series "B" bonds. All such Series "B" bonds received, which were in odd denominations, have been exchanged for five bonds of larger denominations.

Bonds of the Manhattan Railway Company, totalling $4000, have been exchanged for Corporate Bonds of the City of New York and cash at the rate of $875 per $1000.

Additions to the portfolio since June 1, 1940, are all in the form of City of New York Corporate Stock Transit Unification Bonds thru the exchange noted above and thru purchases in the amount of $2000 for the Parker Teacher Welfare Fund, $1000 for the Elementary School Principals Fund, and $500 for the American Association of School Administrators Educational Research Fund.

Garage Property

This property continues to be in excellent condition and is well kept up by the occupants who, under the lease, are responsible for ordinary repairs and maintenance. A final surfacing treatment was given to the roof of the building last fall. Not only is this an excellent investment which has steadily paid better than 6 percent, but its acquisition has become increasingly important in connection with considerations of additional requirements for Association administrative purposes.

Administration Building

The administration building is maintained in splendid condition, and the regular program of interior painting and general upkeep is carried on thru the Association's Operating Funds. Steel partitions have been installed in the seventh floor space occupied by the Department of Secondary-School Principals, this expense having been met out of the income from the Permanent Fund.

Highway Construction on Sixteenth Street

After more than two years of controversy, Congress approved the building of an underpass on Sixteenth Street thru Scott Circle. Altho the Association joined with other property holders in the vicinity in urging that this underpass be carried on Massachusetts Avenue, protests were ineffectual.

The actual construction is now well under way. The beginning point of the underpass is about 100 feet north of the line between our property and that of the Hotel Martinique; the street directly in front of our property has been widened so that the inner coping of the sidewalk is 17 feet closer to the building line. This reduces the depth of the area in front of the building to 23 feet from the building line to the inner sidewalk coping and 16 feet from the front edge of the portico to the inner sidewalk coping.

To obtain a better appearance, the driveway has been abandoned, steps and a straight walk have been built from the portico to the sidewalk, and the remaining area will be planted to a lawn with a hedge bordering the walks. The consequent sacrifice of convenience of use of driveway has been partly compensated by a grant of additional entrance "no parking space" on "M" Street.

This highway change has meant the sacrifice of many large and beautiful trees for two full blocks and the trees at Scott Circle, but we have assurances that these will be replaced with trees as substantial in size as it is practicable to transplant.

It should be added that all land in this section of the city between the building lines and the sidewalks is the property of the District of Columbia which, therefore, had the right to take the amount required for widening without purchase or damage.

Increased Value of Property

It is a common opinion that the property values in this vicinity may be increased thru the underpass. There is no doubt as to property demand in our neighborhood. The American Chemical Society has recently purchased the large five-story apartment building directly opposite our property on "M" Street and will occupy it as Society headquarters. The Hotels Statler Corporation has acquired one-half of the entire block on Sixteenth Street between "K" and "L" Streets and about April 1 will begin construction of a 1000-room hotel with frontage for the full length of that block on Sixteenth Street.

Looking Ahead

When the substantial addition to the administration building was made ten years ago, there was little thought that it would be fully occupied so soon. Today, every room in the building is in use. Space occupied by two of the tenants (Allied Youth and World's Y.W.C.A.) is relatively small, but as matters now stand, our only means of providing space for additional Association or department activities or for new department headquarters are thru crowding present activities or asking tenants to vacate. The other two tenants (Association for Childhood Education and District of Columbia Parents and Teachers Association) are so closely associated in our activities that they should be considered in any program of obtaining more space.

Purely as a preliminary, information has been obtained as to the comparative practicability of increasing the height of the original building to that of the addition or of building on the garage property. While lease on the latter carries for another four years, it probably could be terminated without difficulty if our conditions so require it.

Chairman Saunders presented also a detailed statement of the Permanent Fund comparing assets of January 31, 1941, with those of May 31, 1940.

On motion of *Mr. Walker,* seconded by *Mr. DuShane* and carried, the report was approved and the action of the chairman relative to the adjustments due to highway construction was concurred in.

On motion of *Miss Hale,* seconded by *Mr. Walker* and carried, approval was given for striking from our membership list forty-seven deceased Life Members and for the cancellation of seven unpaid notes.

On motion of *Miss Hale,* seconded by *Mr. Walker* and carried, approval was given the executive secretary for the cancellation of forty-two Life Memberships, to charge $2576 in notes due from thirty-five of these members against the reserve

already established, and for the reinstatement of these members without prejudice if they so desire.

On motion of *Mr. Walker,* seconded by *Miss Hale* and carried, the meeting adjourned at 12:30 P.M. to convene at the annual convention in Boston in June.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Boston, Massachusetts

Friday Morning, June 27, 1941

The Board of Trustees of the National Education Association met in the Hancock Room, Hotel Statler, at 9:45 A.M., pursuant to the call of the chairman of the Board. Members present were *Joseph H. Saunders,* chairman; *Edgar G. Doudna,* secretary; *Florence Hale, Thomas J. Walker,* and *Donald DuShane.* In accordance with regular practice, members of the Executive Committee were present also.

The meeting was called to order by the chairman of the Board. On motion of *Mr. Walker,* seconded by *Mr. Doudna* and carried, the minutes of the previous meeting were approved unanimously without reading.

Chairman Saunders gave a report of the Permanent Fund of the Association showing total assets of $889,778.73, a decrease of $4,646.37 over last year. However, this does not represent an actual decrease of worth but is accounted for by substantial increase in the amount of reserve for anticipated loss on Life Membership notes and the cancellation of some such notes which were uncollectible. The finances of the Association are in a healthy condition. It is anticipated that in January 1942 the last payment on the mortgage on the headquarters building will be paid, thus clearing all indebtedness on the Association's property. On motion of *Mr. Walker,* seconded by *Miss Hale* and carried, the report prepared by the chairman, covering financial activities for the year, was adopted for presentation to the Board of Directors and the Representative Assembly.

The auditor of the Association recommended "that the amount of $15,232.35 be transferred from general surplus to reserve, such amount being the balance in the accumulated excess of cash values of retirement annuity insurance policies over amounts refunded to resigning employees, and that future receipts from this source be credited to this account against which authorized payments to retired employees shall be charged." On motion of *Mr. Doudna,* seconded by *Mr. Walker* and carried, the recommendation was approved.

Secretary Givens made the following recommendations on Life Membership cancellations: that the Board approve the cancellation of fourteen Life Memberships, the members having died since February 15, 1941; that the Board approve the cancellation of 120 Life Memberships and charge $5496 in notes due from 74 of these 120 members against the reserve already established—no charge to be made against the reserve for eleven since their notes were not received—and that the executive secretary be instructed to reinstate these members without prejudice should they so desire. On motion of *Mr. Walker,* seconded by *Miss Hale* and carried, these recommendations were approved.

On motion of *Miss Hale,* seconded by *Mr. Walker* and carried, the meeting adjourned at 11:05 A.M., subject to call of the chairman.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

Friday Morning, July 4, 1941

The meeting of the new Board of Trustees was called to order at 11:10 A.M. by *Joseph H. Saunders.* The members present were *Joseph H. Saunders, Edgar G. Doudna, Florence Hale,* and *Myrtle Hooper Dahl. Thomas J. Walker* was absent. *Mr. Doudna* moved that *Mr. Saunders* serve as chairman of the Board of Trustees for the ensuing year. Seconded by *Miss Hale* and carried. *Miss Hale* moved that

Mr. Doudna be re-elected secretary for 1941-42. Seconded by *Mrs. Dahl* and carried.

On motion of *Mrs. Dahl,* seconded by *Mr. Doudna* and carried unanimously, the following resolution was adopted:

> *Resolved*: That *Joseph H. Saunders,* chairman of the Board of Trustees, and *Willard E. Givens,* executive secretary of the Association, be authorized to borrow from the National Metropolitan Bank of Washington, D. C., or from any other bank or banker, a sum of money not to exceed $40,000, or as much thereof as may be needed, for current obligations of the institution, when and as such needs occur.

Chairman Saunders stated that a meeting of the Board will be called to meet at headquarters in Washington at the time of the meeting of the Executive Committee, September 27, 1941.

On motion of *Miss Hale,* seconded by *Mr. Doudna* and carried, the meeting adjourned at 11:20 A.M.

JOSEPH H. SAUNDERS, *Chairman*
EDGAR G. DOUDNA, *Secretary*

FINANCIAL REPORT 1940-41

Submitted herewith is complete financial statement for the fiscal year ended May 31, 1941. It is prepared for the information of the Representative Assembly, the Board of Directors, and the officers of the Association.

Included in the Financial Report is the Report of the Board of Trustees (financial), the Report of Auditors, in the form submitted by Wayne Kendrick and Company, Public Accountants, and covering completely the financial records of the Secretary's Office and the Permanent Funds in the custody of the Board of Trustees, and the Report of the Treasurer.

WILLARD E. GIVENS
Executive Secretary

REPORT OF BOARD OF TRUSTEES

The Board of Trustees submits herewith its report on Permanent Funds and properties of the Association. For other details of financial operation, reference may be made to the Report of Auditors.

Following is a comparative statement showing the assets of the Permanent Funds of the Association as of May 31, 1940, and May 31, 1941:

	May 31, 1940	*May 31, 1941*
Cash on hand	$ 12,490.94	$ 10,370.15
Securities	135,745.71	133,745.71
Life Membership Notes less Reserve	116,851.27	88,587.64
Real Estate less Mortgage and Reserve	579,480.50	602,480.50
Elementary School Principals' Fund	10,841.62	11,926.62
American Association of School Administrators —Educational Research Fund	24,975.07	27,546.07
Supervisors and Directors of Instruction Fund	4,065.00	4,097.50
American Association for Health, Physical Education, and Recreation Fund	2,000.00	2,000.00
Parker Teacher Welfare Fund	7,974.99	9,024.54
	$894,425.10	$889,778.73

It will be noted from the above that the Permanent Fund assets have decreased during the year in the amount of $4,646.37. This, however, does not represent an actual decrease of worth but is accounted for by substantial increase in the amount of reserve for anticipated loss on Life Membership Notes and the cancellation of some such Notes which were uncollectible.

The detailed schedule of securities appears as Exhibit "E" in the Report of Auditors. There have been few changes in their status. All income from securities

has been paid promptly with the exception of that from the bonds of the St. Louis and San Francisco Railroad Company, under reorganization. This lot of bonds has face value of $5250. Partial payment of interest has been made for the second successive year.

Bonds of the Manhattan Railway Company totalling $4000, were exchanged for Corporate Stock of the City of New York and for cash at the rate of $875 per $1000 of face value. This transaction accounts for the slight decrease in amount of securities as shown in the statement above.

New securities added during the year are all in the form of City of New York Corporate Stock Transit Unification Bonds, including those noted above thru the Manhattan Railway Company transaction and by purchases in the amount of $2000 for the Parker Teacher Welfare Fund, $1000 for the Elementary School Principals Fund, and $500 for the American Association of School Administrators—Educational Research Fund.

It has been our policy to invest cash received thru Life Membership payments toward reduction of the real-estate mortgage loan. The loan contract with the Penn Mutual Life Insurance Company has permitted a maximum payment of $23,000 annually, since new contract was entered into in 1937. Thus far, the maximum payment allowed has been made, and the current balance is only $23,000. We may confidently anticipate the full clearance of the mortgage thru payment of that amount in January 1942.

The Parker Teacher Welfare Fund shows gradual growth. This arises from the liquidation of mortgage notes and stock which were acquired thru the Parker inheritance in 1931. The properties still held to the credit of this fund, but not entered on the books of the Association as assets of the Permanent Fund, are listed in Exhibit "F" of the Report of Auditors. Reference to the cash report of the Permanent Fund on the following pages will show cash earnings thru the year which have been credited to the principal of the Fund. The receipts from sale of grain and from the Agricultural Adjustment Administration from the two farms in Burleigh County, North Dakota, and in Blaine County, Montana, are divided equally with the Parker estate and are a little more than sufficient to pay the taxes on the properties.

The condition of the administration building is excellent. The item of expense in the income account under the heading of "Alterations and Repairs" principally represents the cost of installation of steel partitions on the seventh floor to provide offices for the Department of Secondary-School Principals. All other minor repairs, and the full amounts for upkeep, are met out of the operating funds of the Association. No major repairs or alterations are anticipated for the ensuing year.

After more than two years of controversy, Congress approved the building of an underpass on Sixteenth Street thru Scott Circle. The actual construction is now well under way. The street has been widened so that the depth of the lot between the sidewalk and the building on the Sixteenth Street front has been reduced. The consequent changes on our property in the form of lawn, walks, and planting have been completed, these at the expense of the District of Columbia. It is a general opinion that the appearance of the property has not suffered aside from the temporary loss of trees along the curb lines of the entire block.

Properties in the vicinity of the building no doubt are increasing in value. The highway improvement may contribute to this. The Hotels Statler Corporation has under construction a 1000-room hotel with frontage of the full length of the block on Sixteenth Street one block south of our building; above it, at Scott Circle, a high-class apartment house building is under construction. The American Chemical Society has recently purchased the large five-story building directly opposite ours on "M" Street for use as its headquarters.

All space in the administration building is fully occupied. When it was completed ten years ago, there was little thought that it would be in maximum use within such a short time. This condition emphasizes the wisdom of having purchased the adjoining garage property which will lend itself so admirably to any future extension of the building that may be necessary.

Recommendation is made that the Report of Auditors, with its accompanying financial schedules, be read with care and with interest. It may be noted with satisfaction that the operating expenses for the past year were $5,075.58 less than the budget allowance and $34,319.44 less than the income for the year.

Permanent Fund—Principal Account

Cash Report—May 31, 1941

General Funds

Cash on hand, May 31, 1940	$12,490.94		
Receipts from Life Members	19,044.15	$31,535.09	
Other Receipts:			
Transfer from NEA membership to Life Membership	249.00		
Cash adjustment of Manhattan Bonds	1,598.26	1,847.26	
		$33,382.35	
Disbursements:			
Exchange on Foreign Checks	7.20		
Adjustment of J. Roy Jackson Life Membership	5.00		
Curtail on Mortgage	23,000.00	23,012.20	
Cash on hand, May 31, 1941			$10,370.15

Elementary School Principals Fund

Cash on hand, May 31, 1940	$ 985.14		
Receipts:			
Life Membership	1,085.00		
Adjustment of City of New York Corporate Stock to Purchase Price	11.92	$2,082.06	
Disbursements:			
Purchase of $1,000 City of New York Corporate Stock, 3%, June 1, 1980		1,009.42	
Cash on hand, May 31, 1941			$1,072.64

American Association of School Administrators—Educational Research Fund

Cash on hand, May 31, 1940	$ 742.50		
Receipts:			
Membership Donations and Subscriptions	2,571.00		
Adjustment of City of New York Corporate Stock to Purchase Price	5.96	$3,319.46	
Disbursements:			
Purchase of $500 City of New York Corporate Stock, 3%, June 1, 1980		504.71	
Cash on hand, May 31, 1941			$2,814.75

Supervisors and Directors of Instruction Fund

Cash on hand, May 31, 1940	$ 65.00		
Receipts:			
U. S. Treasury Coupons	32.50		
Cash on hand, May 31, 1941			$97.50

Parker Teacher Welfare Fund

Cash on hand, May 31, 1940	$ 1,707.90		
Receipts:			
7800 Champlain Avenue, Chicago, Liquidation	532.81		
Adjustment of City of New York Corporate Stock to Purchase Price	23.83		
Interest on City of New York Corporate Stock	6.17		
AAA Farm Program	16.01		
208 South LaSalle Street, Chicago, Dividends	20.00		
Port of New York Authority Coupons	30.00		
Home Owners Loan Corporation Coupons	22.50		
6154 Rhodes Avenue, Chicago, Liquidation	370.00		
Sale of Grain—Montana Property	100.06	$2,829.28	
Disbursements:			
Purchase of			
$2,000 City of New York Corporate Stock, 3%, June 1, 1980	2,018.83		
AAA Adjustment, North Dakota and Montana Property Tax	48.00	2,066.83	
Cash on hand, May 31, 1941			$762.45
TOTAL CASH, May 31, 1941			$15,117.49
Deposited in American Security and Trust Company, Washington, D. C.			$15,117.49

Permanent Fund—Income Account

May 31, 1941

Receipts:			
Interest on Bonds	$ 5,287.73		
Interest on Bank Deposits	229.31		
Rent—Headquarters Building for year ended May 31, 1941	43,000.00		
Rent from "M" Street Garage Property—1940-41	5,100.00		
Premium refund on Insurance Policy	106.02	$53,723.06	$53,723.06
Disbursements:			
Quinter and Sothoron, Retainer Fee for 1940-41	500.00		
Penn Mutual Life Insurance Company, Interest on Real-Estate Mortgage	2,070.00		
Exchange Fee—State of Arkansas and New York City Bonds	4.39		
Alterations and Repairs on Administration Building	2,743.83		
"M" Street Garage Property Tax	1,063.78		
"M" Street Garage Plate Glass Insurance	30.96		
Safe Deposit Box Rental	38.85	6,451.81	
To Treasurer of NEA for Income—1940-41		47,271.25	$53,723.06

A full statement of the Permanent Fund is shown in Exhibit "D."

Board of Trustees

JOSEPH H. SAUNDERS, *Chairman*
E. G. DOUDNA, *Secretary*
DONALD DUSHANE
FLORENCE HALE
THOMAS J. WALKER

June 27, 1941

Report of Auditors

WAYNE KENDRICK & COMPANY
Certified Public Accountants
RUST BUILDING, WASHINGTON, D. C.

June 19, 1941

Dr. Donald DuShane, President,
National Education Association of the United States,
1201 Sixteenth Street, N. W.,
Washington, D. C.

Dear Sir:

We have examined the books and records of account of the National Education Association of the United States for the fiscal year ended May 31, 1941, and present herewith our report comprised of the following exhibits and comments:

Exhibit "A"—Statement of Assets and Liabilities as at May 31, 1941.
Exhibit "B"—Condensed Comparative Statement of Income and Expenses for the Fiscal Years Ended May 31, 1940, and 1941.
Exhibit "C"—Income and Expenses for the Fiscal Year Ended May 31, 1941.
Exhibit "D"—Assets of Permanent Funds as at May 31, 1941.
Exhibit "E"—Investments in Securities—Permanent Funds Bonds as at May 31, 1941.
Exhibit "F"—Properties Held for the Credit of the Parker Teacher Welfare Fund as at May 31, 1941.

Comments

Our examination involved primarily the verification of assets and liabilities of the Association as at May 31, 1941, but we made sufficient tests of income and expense accounts to assure ourselves of the substantial accuracy thereof.

Cash in banks was verified by a comparison of all checks paid by the depositories with amounts entered in the books of account. We also inspected the checks as to payees and endorsements. All bank accounts were verified by direct correspondence with the depositories. Cash on hand was verified by actual count. Income checks of Permanent Funds were verified by inspection of the checks showing payments to the regular account.

Accounts receivable, amounting to $10,831.99, were verified by inspection of the individual accounts in the ledger and proof thereof with the controlling account.

Postdated checks in the amount of $191.71 were verified by inspection. Such checks as were returned by the banks unpaid at maturity dates are included in protested checks.

Protested checks in the amount of $100.46 were examined by us.

The reserve for doubtful accounts, covering accounts receivable for advertising, publications, exhibits, postdated checks, and protested checks, is, in our opinion, sufficient to cover probable losses from the noncollection of these items.

Commercial National Bank receiver's certificates were verified by inspection of the certificates. General funds on deposit at this bank, amounting to $74,116.42, at the time it was closed, have been paid to the extent of 70 percent, leaving a balance of $22,233.44 still held by the receiver.

State, county, and municipal warrants were verified by inspection.

Stamped envelopes and cards, $873, and office supplies, $1,718.95, were inventoried by your staff, and an inspection and test check was subsequently made by us to determine the reasonableness as to quantities and prices thereof. We also checked calculations and extensions of the larger items.

The net value shown by the records for office furniture and fixtures is $41,952.40, after deducting the reserve for depreciation amounting to $50,789.60. We verified the additions made to this account during the year by inspection of purchase invoices. A physical inventory was made by your employees, which we examined and compared with a similar inventory as of May 31, 1940. We decreased the book value to the physical inventory value by increasing the reserve for depreciation in the amount of $4,293.61.

While depreciation on the building is recognized, if such a deduction were made, it would be necessary to set aside cash from income accounts to increase the "depreciation fund." Depreciation has not been deducted for the past nine years. It will be noted, however, that the Association has curtailed its mortgage obligations as rapidly as the loan contracts permit, thereby increasing its equity in the real estate.

Notes Receivable—Life Members, in the amount of $117,675.62, as shown on exhibit "D," were examined and found to be in agreement with the books. These are mainly nonnegotiable installment notes given in payment of Life Memberships. Notes received during the past three years are in a negotiable form. The reserve for anticipated loss amounting to $29,087.98 appears to be sufficient to cover immediate requirements.

The unpaid balances of Life Membership Notes have been classified as follows:

	Number of Notes	*Balance Due*
To be Canceled	74	$ 5,496.00
Members Not Located	5	310.00
Inactive	318	21,384.00
Letters to be Written for Nonpayment	38	2,491.00
Past Presidents who automatically became Life Members	2	140.00
Presented with Membership—Donor Delinquent	2	145.00
Service Stopped for Delinquency in Payments	69	4,898.00
Miscellaneous Status	40	2,619.50
Promised to Begin Payments in:		
1936 to 1940 Inclusive	274	14,584.50
1941	842	43,919.00
1942	471	21,602.62
1943-44	2	86.00
	2,137	$117,675.62

In the course of our examination we also found that members who did not sign notes are making payments on Life Memberships as follows:

	Number of Subscriptions	*Amount Subscribed*	*Collected*	*Balance Unpaid*
Active—Payments Made Currently	186	$18,600.00	$10,254.75	$ 8,345.25
Inactive	111	11,100.00	3,472.50	7,627.50
	297	$29,700.00	$13,727.25	$15,972.75

This balance of $15,972.75 has not been entered on the books and is not included in the assets of the Permanent Funds.

Securities were verified by actual inspection. It will be noted from exhibit "E" that interest amounting to $29.03 was received on the St. Louis and San Francisco Railroad bonds during the year. With the exception of $74.81, interest due on these bonds at January 1, 1933, and subsequent thereto, is in default. The following summary shows the book value and market value as at May 31, 1941, of the securities held in the various funds of your Association.

	Book Value May 31, 1941	*Market Value May 31, 1941*
General	$113,437.65	$ 93,600.73
General—Reserved for Building Fund	20,308.06	26,350.00
Elementary School Principals	10,853.98	12,523.91
American Association of School Administrators	24,731.32	28,031.76
Supervisors and Directors of Instruction	4,000.00	4,230.31
Parker Teacher Welfare	8,262.09	8,657.81
American Association for Health, Physical Education, and Recreation	2,000.00	2,077.50
	$183,593.10	$175,472.02

The above figures show an increase in book value of $1,491.25 whereas the market value increased $13,589.45 over the value shown at May 31, 1940.

It will be noted from exhibit "A" that the total net equity value of the Permanent Funds assets was $889,778.73 at May 31, 1941, as compared to $894,425.10 at May 31, 1940. The decrease is accounted for as follows:

Net Equity Value at May 31, 1940		
As Shown by Prior Audit Report		$894,425.10
To which add:		
Increases in the following:		
Equity in Real Estate	$23,000.00	
Elementary School Principals Account	1,085.00	
American Association of School Administrators	2,571.00	
Supervisors and Directors of Instruction	32.50	
Parker Teacher Welfare Fund	1,049.55	27,738.05
		$922,163.15
From which deduct:		
Decreases in the following:		
Decrease in Cash	$ 2,120.79	
Increase in Reserve for Life Members' Notes	25,000.00	
Decrease in Life Members' Notes	3,263.63	
Decrease in Securities	2,000.00	32,384.42
Net Equity Value at May 31, 1941		$889,778.73

Vouchers payable in the amount of $18,001.63 were verified by inspection of invoices and statements from creditors and by examinations of the accounts in the voucher register. We also ascertained from the cash book that none of these liabilities had been paid previously. We were advised by the Business Division that there were no unrecorded purchases.

We checked the amounts due to the Elementary School Principals, American Association of School Administrators, Supervisors and Directors of Instruction, and American Association for Health, Physical Education, and Recreation with the records kept by those departments. Amounts due to other associated departments and commissions were accepted as shown by the books. The total shown on exhibit "A" is comprised of amounts due departments and commissions as follows:

Committee on Teachers' Salaries		$ 104.41
American Association of School Administrators		21,269.80
Department of Rural Education		880.42
Department of Lip Reading		165.46
Department of Elementary School Principals		7,083.00
American Educational Research Association		5,847.70
Department of Home Economics		844.79
American Association for Health, Physical Education, and Recreation		14,625.55
National Council on Teacher Retirement of the NEA		322.17
National Council for the Social Studies		186.50
		$51,329.80
Less: Overdrawn		
Department of Adult Education	$ 127.35	
Department of Secondary-School Principals	1,845.17	
Department of Supervisors and Directors of Instruction	1,048.01	
Department of Science Instruction	319.94	
Department of Business Education	640.18	
Department of Secondary Teachers	1,645.46	
Department of Art Education	17.29	5,643.40
		$45,686.40

Included in the liability section of the statement of assets and liabilities are unexpended balances of special funds received for the support of the following:

Educational Policies Commission		$ 3,790.77
Horace Mann—Hugh Birch Fund		9,397.51
Joint Enterprise with World Federation of Education Associations		938.43
Safety Education Project		1,075.54
National Defense—Office of Education		12,118.92
Radio Fund—Office of Education		2,943.40
		$30,264.57
Less: Overdrawn		
Educational Policies Commission		
Civic Education Project	$ 2,263.99	
Latin American Relations Project	39.20	2,303.19
Total—As shown by Exhibit "A"		$27,961.38

The first trust notes payable against the real estate were verified by direct correspondence with the holder of the notes. These notes were curtailed during the year from $46,000 to $23,000, making a total of $23,000 paid on such notes.

Suspense, shown in the liability section of exhibit "A," in the amount of $1,530.12, is comprised of cash received from various sources, from memberships, etc., carried in this account until information is received showing the proper accounts to be credited.

Your Association owns certain personal and real property received from the estate of Marilla Z. Parker, as shown on exhibit "F" of this report. These assets are in process of liquidation, and as definite values have not been placed thereon, they have not been entered on the books of the Association as assets of the Parker Teacher Welfare Fund. A small income is now being regularly received from these assets. Amounts of $532.81 and $370 were received during

the year in full payment of certificates of interest in 6154-56 Rhodes Avenue, Chicago, and 7800-4 Champlain Avenue, Chicago, respectively.

A comparative summary of budgeted and actual expenditures showing the amounts under or over the budget figures is shown below:

	Actual Expenditures	Budget Allowance	Under or Over Budget
Board of Trustees	$ 457.13	$ 700.00	$ 242.87
Board of Directors	9,155.89	10,000.00	844.11
Executive Committee	5,145.64	5,000.00	145.64
Office Expense for President	264.75	250.00	14.75
General Office	9,543.28	9,115.00	428.28
Physical Plant	58,320.06	58,250.00	70.06
Annual Convention	8,763.34	8,500.00	263.34
Journal of the NEA	90,283.20	91,000.00	716.80
Other Publications	27,595.23	24,800.00	2,795.23
Association Membership Fee	100.00	1,100.00	1,000.00
Expenses of Delegates	8,541.50	9,000.00	458.50
Retirement Annuities and Insurance	10,738.53	10,750.00	11.47
Departments	17,836.41	19,700.00	1,863.59
Committees	10,783.51	13,400.00	2,616.49
Educational Policies Commission	5,400.00	5,400.00	—
Executive Secretary's Office	30,790.54	32,404.00	1,613.46
Division of Accounts and Records	40,780.56	39,981.00	799.56
Division of Field	12,648.67	12,623.00	25.67
Division of Business	25,572.99	25,597.00	24.01
Division of Publications	36,427.50	36,900.00	472.50
Division of Research	70,153.72	67,278.00	2,875.72
Division of Affiliated Associations	8,181.48	8,080.00	101.48
Division of Administrative Service	9,133.29	9,235.00	101.71
Division of Membership	11,830.63	12,350.00	519.37
Promotion and Maintenance of Membership	19,290.06	21,000.00	1,709.94
Division of Rural Service	10,388.72	10,370.00	18.72
Publicity Section	12,839.33	12,712.00	127.33
Executive Secretary's Contingent Fund	2,351.46	2,898.00	546.54
	$553,317.42	$558,393.00	$ 5,075.58

No cash value for the retirement annuities insurance policies owned by the Association on the lives of its employees is carried on the books. The cash surrender value of all policies issued under this plan as at May 31, 1941, aggregates $210,744.26 of which, under the operation of the plan, $138,540.31 belongs to employees and $72,203.95 belongs to your Association.

Permanent employees resigning from the Association receive refunds of the amounts deducted from their salaries for payment of premiums on retirement annuities insurance policies. Policies are surrendered for the cash values and the excess of the amounts refunded to resigning employees has been deposited in a special bank account and credited to general surplus, the balance of which was $15,232.35 at May 31, 1941. At the present time there are four employees who have reached the retirement age whose monthly allowances from the insurance company are supplemented by payments from your Association in the total amount of $189.24 per month. These payments, by action of your Executive Committee, are being made from the above cash balance and are being charged against general surplus. It is, therefore, recommended that the above amount, $15,232.35, be transferred from general surplus to a reserve account, and that future receipts from this source be credited to this account, against which authorized payments to retired employees shall be charged.

Prepaid subscriptions and memberships have been treated as income at the time received. Likewise, such items as cost of unprinted journals, prepaid insurance, prepaid commission on renewal of first trust payable, etc., have been treated as expenses at the time the invoices therefor were received.

The following is a summary of the Permanent Fund income account for the current year:

Income:		
Interest on Deposits		$ 229.31
Interest on Bonds		5,287.73
Rent from Headquarters Building		43,000.00
Rent from Garage Property		5,100.00
		$53,617.04
Deduct:		
Expenses:		
Attorney's Retainer	$ 500.00	
Interest on First Trust Payable	2,070.00	
Insurance and Taxes	988.72	
Rental of Safe Deposit Box	38.85	
Building Repairs and Painting	2,743.83	
Miscellaneous	4.39	6,345.79
Balance transferred to treasurer of National Education Association		$47,271.25

Subject to the foregoing comments, we hereby certify that, in our opinion, the attached statement of assets and liabilities, marked exhibit "A," reflects the true financial condition of the National Education Association of the United States as at May 31, 1941.

Respectfully submitted,

WAYNE KENDRICK & COMPANY
By WAYNE KENDRICK
Certified Public Accountant

Statement of Assets and Liabilities—As At May 31, 1941

EXHIBIT "A"

GENERAL ACCOUNTS	Assets		
Cash			
Special Account—on Deposit and on Hand			$ 13,695.32
Regular Account—on Deposit, in Transit, and on Hand			
Refunds from Annuity Insurance Settlements	$ 15,232.35		
Associated Departments and Commissions Funds	45,686.40		
General Funds	71,253.76		132,172.51
Petty Cash			500.00
Total Cash			$ 146,367.83
Accounts Receivable			
Advertising, Publications, Exhibits, etc.	$ 10,831.99		
Postdated Checks	191.71		
Protested Checks	100.46		
	$ 11,124.16		
Less: Reserve for Doubtful Accounts	566.56		10,557.60

			Exhibit "A"
Commercial National Bank Receiver's Certificates		$ 22,233.44	
Less: Reserve for Unpresented Checks		185.00	$ 22,048.44
State, County, and Municipal Warrants			568.60
Inventories			
Stamped Envelopes and Cards		$ 873.00	
Office Supplies		1,718.95	
Volumes of Proceedings and Publications (Nominal Value)		500.00	3,091.95
Travel Advances			80.00
Office Furniture and Fixtures		$ 92,742.00	
Less: Reserve for Depreciation		50,789.60	41,952.40
TOTAL GENERAL ACCOUNTS ASSETS			$ 224,666.82
PERMANENT FUNDS ASSETS—from Exhibit "D" (Net)			889,778.73
TOTAL ASSETS			$1,114,445.55

Liabilities and Net Worth

LIABILITIES			
Vouchers Payable		$ 18,001.63	
Due Associated Departments and Commissions		45,686.40	
Unexpended Balances of Special Funds—See Comments		27,961.38	
Real Estate Notes Payable ($23,000 Contra Deducted from Assets on Exhibit "D")		—	
Suspense		1,530.12	
TOTAL LIABILITIES			$ 93,179.53
NET WORTH REPRESENTED BY			
Permanent Funds—Shown in Detail on Exhibit "D"			889,778.73
Surplus			
Balance June 1, 1940			
Receipts from Cancellation of Life Annuities—National Metropolitan Bank	$ 15,232.35		
Other Surplus	87,560.09		
	$ 102,792.44		
Add:			
Net Income for the Fiscal Year Ended May 31, 1941—from Exhibit "B"	29,831.35	$132,623.79	
Less: Retirement Salaries	$ 1,135.44		
Miscellaneous	1.06	1,136.50	131,487.29
TOTAL LIABILITIES AND NET WORTH			$1,114,445.55

Condensed Comparative Statement of Income and Expenses

For the Fiscal Years Ended May 31, 1940 and 1941

EXHIBIT "B"

	Fiscal Years Ended May 31, 1940	1941	1941 Increase or Decrease Over 1940
INCOME			
Permanent Fund—Net Income	$ 47,725.62	$ 47,271.25	$ 454.37
Memberships	205,372.41	213,592.11	8,219.70
Journal of the NEA—Subscriptions and Advertising	243,918.23	255,129.77	11,211.54
Convention Exhibits (Net)	33,828.14	36,682.93	2,854.79
Research Bulletins	3,320.12	3,226.21	93.91
Honoraria	1,771.77	3,036.90	1,265.13
Rentals	2,689.50	4,044.18	1,354.68
Sales of Publications	19,529.77	24,239.48	4,709.71
Sundry Income	237.32	414.03	176.71
TOTAL INCOME	$558,392.88	$587,636.86	$29,243.98

Deduct:

	Schedule	Fiscal Years Ended May 31, 1940	1941	1941 Increase or Decrease Over 1940
OPERATING EXPENSES:				
Board of Trustees	"B-1"	$ 961.50	$ 457.13	$ 504.37
Board of Directors	"B-1"	11,364.92	9,155.89	2,209.03
Executive Committee	"B-1"	7,023.98	5,410.39	1,613.59
General Office	"B-2"	8,943.12	9,543.28	600.16
Physical Plant	"B-3"	58,444.51	58,320.06	124.45
Annual Convention	"B-4"	9,401.74	8,763.34	638.40
Publications—Printing and Distribution	"B-5"	115,235.77	117,878.43	2,642.66
Departments	"B-6"	16,350.04	17,836.41	1,486.37
Committees and Commissions	"B-7"	13,556.39	10,783.51	2,772.88
Educational Policies Commission	"B-8"	—	5,400.00	5,400.00
Association Membership Fees	"B-9"	100.00	100.00	—
Expenses of Delegates	"B-10"	6,195.75	8,541.50	2,345.75
Retirement Annuities and Insurance	"B-11"	10,285.01	10,738.53	453.52
Executive Secretary's Office	"B-12"	31,216.94	30,790.54	426.40
Division of Accounts and Records	"B-13"	38,928.68	40,780.56	1,851.88
Division of Field	"B-14"	13,141.79	12,648.67	493.12
Division of Business	"B-15"	24,863.27	25,572.99	709.72
Division of Publications	"B-16"	36,554.83	36,427.50	127.33
Division of Research	"B-17"	65,464.46	70,153.72	4,689.26
Division of Affiliated Associations	"B-18"	8,054.24	8,181.48	127.24
Division of Administrative Service	"B-19"	9,173.57	9,133.29	40.28
Division of Membership	"B-20"	12,301.14	11,830.63	470.51
Promotion and Maintenance of Membership	"B-21"	20,603.15	19,290.06	1,313.09

Operating Expenses—*Continued*				EXHIBIT "B"
Division of Rural Service	"B-22"	$ 9,766.47	$ 10,388.72	$ 622.25
Publicity Section	"B-23"	12,391.91	12,839.33	447.42
Executive Secretary's Contingent Fund	"B-24"	504.33	2,351.46	1,847.13
TOTAL OPERATING EXPENSES		$540,827.51	$553,317.42	$12,489.91
NET INCOME BEFORE PROVISION FOR BAD DEBTS, PROTESTED CHECKS, ADJUSTMENT OF INVENTORIES, AND DEPRECIATION		$ 17,565.37	$ 34,319.44	$16,754.07
Deduct:				
Adjustment of Postage and Stationery Inventories		$ 141.54	$ 315.06	$ 456.60
Provision for Bad Debts and Protested Checks		207.02	509.54	302.52
Depreciation on Office Furniture and Fixtures		3,824.18	4,293.61	469.43
		$ 4,172.74	$ 4,488.09	$ 315.35
NET INCOME FROM OPERATIONS FOR THE FISCAL YEARS ENDED MAY 31, 1940, AND 1941		$ 13,392.63	$ 29,831.35	$16,438.72

Income and Expenses for the Fiscal Year Ended May 31, 1941

INCOME			EXHIBIT "C"
Permanent Fund Net Income			$ 47,271.25
Membership from Secretary's Office			213,592.11
Journal of the NEA			
Subscriptions (Part of Membership Dues)		$202,641.39	
Advertising		52,488.38	255,129.77
Convention Exhibits (Net)			36,682.93
Research Bulletins—Subscriptions			3,226.21
Honoraria			3,036.90
Rentals			4,044.18
Sales of Publications			24,239.48
Sundry Income			414.03
TOTAL INCOME			$587,636.86
Deduct:			
OPERATING EXPENSES	*Schedule "B-1"*		
Board of Trustees		$ 457.13	
Board of Directors		9,155.89	
Executive Committee Expenses			
President 1939-1940	$ 206.97		
President's Office Expenses 1939-1940	125.46		
First Vicepresident 1939-1940	170.75		
President 1940-1941	2,117.32		
President's Office Expenses 1940-1941	139.29		
First Vicepresident 1940-1941	274.37		
Treasurer	232.89		
Chairman, Board of Trustees	409.73		
Members by Election	1,733.61	5,410.39	15,023.41

	Schedule "B-2"	"EXHIBIT "C"	
General Office Expenses			
Auditing Accounts		$ 500.00	
Express and Freight		282.01	
General Expenses		364.44	
Insurance		674.59	
Interest and Discounts Allowed		1,248.04	
Repairs—Office Furniture and Fixtures		435.84	
Surety Bonds		255.00	
Telephone Service		1,961.41	
Operators and Information		3,821.95	$ 9,543.28
	Schedule "B-3"		
Physical Plant			
Rent		$43,000.00	
Light and Power		2,009.34	
Heat		1,158.34	
Janitor Service		9,499.77	
Maintenance		2,652.61	58,320.06
	Schedule "B-4"		
Annual Conventions			
Department Expense		$171.40	
Registration		398.53	
Stenographers and Typists		455.95	
Publicity		404.52	
Printing		1,502.20	
Express and Freight		514.29	
Telephone and Telegraph		84.61	
General Program		2,965.54	
Badges		682.05	
Representative Assembly Expenses		1,584.25	8,763.34
	Schedule "B-5"		
Publications—Printing and Distribution			
Journal of the NEA		$90,283.20	
Other Publications			
Volume of Proceedings	$7,677.28		
Publications and Reports	4,255.59		
Research Bulletin	5,899.61		
American Education Week Materials	9,762.75	27,595.23	117,878.43
	Schedule "B-6"		
Departments			
Kindergarten-Primary Education		$ 191.15	
Adult Education		500.00	
Classroom Teachers		12,170.77	
Secondary Teachers		1,500.00	
National Council of Education		263.09	
Science Instruction		1,000.00	
Art Education		250.00	
Business Education		500.00	
Home Economics		50.00	
Rural Education		300.00	
American Association for Health, Physical Education, and Recreation		1,000.00	
Emergency Needs of Other Departments		111.40	17,836.41

EXHIBIT "C"

Schedule "B-7"

Committees and Commissions		
Retirement (National Council)	$ 400.00	
Tax Education	534.83	
Tenure	3,146.88	
Health Problems in Education (Joint)	221.39	
Legislative	1,862.54	
Guidance	186.76	
Cooperation with American Legion	59.57	
Resolutions	156.02	
Cooperation with American Teachers Association	309.35	
Library (Joint)	343.93	
Credit Unions	470.64	
Affiliated Associations	112.35	
Academic Freedom	418.67	
International Relations	323.87	
Ethics	527.05	
Equal Opportunity	670.79	
Salaries	184.14	
Supply, Preparation, and Certification of Teachers	239.24	
Cooperatives	339.47	
Induction into Citizenship	219.82	
Cooperation with National Congress of Parents and Teachers	56.20	$ 10,783.51

Schedule "B-8"

Educational Policies Commission		5,400.00

Schedule "B-9"

Association Membership Fees		
American Council on Education		100.00

Schedule "B-10"

Expenses of Delegates		8,541.50

Schedule "B-11"

Retirement Annuities and Insurance		10,738.53

Schedule "B-12"

Executive Secretary's Office		
Salaries and Wages	$ 28,364.41	
Travel Expense	1,025.64	
Stationery and Supplies	570.57	
Postage	677.21	
Telegrams	152.71	30,790.54

Schedule "B-13"

Division of Accounts and Records		
Salaries and Wages	$ 37,339.19	
Travel Expense	216.18	
Stationery and Supplies	1,054.43	
Postage	1,074.25	
Telegrams	6.39	
Graphotype Supplies	1,090.12	40,780.56

EXHIBIT "C"

Schedule "B-14"

Division of Field		
Salaries and Wages	$ 10,620.16	
Travel Expense	1,551.09	
Stationery and Supplies	214.41	
Postage	226.65	
Telegrams	36.36	$ 12,648.67

Schedule "B-15"

Division of Business		
Salaries and Wages	$ 21,324.91	
Travel Expense	743.11	
Stationery and Supplies	305.74	
Postage	626.81	
Telegrams	79.88	
Advertising Expense	350.69	
Mailing Section	2,133.14	
Multigraph Section	85.31	
Addressograph Operations	—76.60	25,572.99

Schedule "B-16"

Division of Publications		
Salaries and Wages	$ 33,166.01	
Travel Expense	440.15	
Stationery and Supplies	454.42	
Postage	557.60	
Telegrams	39.75	
Cuts, Leaflets, and Packets	400.27	
American Education Week	1,249.80	
Photographs and Cuts	119.50	36,427.50

Schedule "B-17"

Division of Research		
Salaries and Wages	$ 62,864.20	
Travel Expense	1,180.38	
Stationery and Supplies	1,846.26	
Postage	1,343.34	
Telegrams	55.88	
Charts, Tables, and Legislative Reference Service	2,238.20	
Books and Pamphlets—Library	625.46	70,153.72

Schedule "B-18"

Division of Affiliated Associations		
Salaries and Wages	$ 7,241.64	
Travel Expense	300.90	
Stationery and Supplies	239.53	
Postage	399.41	8,181.48

Schedule "B-19"

Division of Administrative Service		
Salaries and Wages	$ 8,953.92	
Travel Expense	89.20	
Stationery and Supplies	90.17	9,133.29

		Exhibit "C"
Schedule "B-20"		
Division of Membership		
Salaries and Wages	$ 10,733.20	
Travel Expense	724.09	
Stationery and Supplies	152.19	
Postage	210.72	
Telegrams	10.43	$11,830.63
Schedule "B-21"		
Promotion and Maintenance of Membership		19,290.06
Schedule "B-22"		
Division of Rural Service		
Salaries and Wages	$ 8,307.42	
Travel Expense	1,400.13	
Stationery and Supplies	80.32	
Postage	39.49	
Telegrams	20.47	
Conferences	540.89	10,388.72
Schedule "B-23"		
Publicity Section		
Salaries and Wages	$ 10,156.33	
Travel Expense	1,093.55	
Stationery and Supplies	465.89	
Postage	572.97	
Telegrams	149.25	
Photographs and Prints	172.92	
Radio Broadcasts	228.42	12,839.33
Schedule "B-24"		
Executive Secretary's Contingent Fund		2,351.46
TOTAL OPERATING EXPENSES—To Exhibit "B"		$553,317.42
NET INCOME BEFORE PROVISION FOR BAD DEBTS, PROTESTED CHECKS, ADJUSTMENT OF INVENTORIES, AND DEPRECIATION —To Exhibit "B"		$ 34,319.44

Assets of Permanent Funds As At May 31, 1941

		Exhibit "D"
GENERAL FUND		
Cash		$ 10,370.15
Notes Receivable—Life Members	$117,675.62	
Less: Reserve for Anticipated Loss	29,087.98	88,587.64
Investments in Securities (Book Value) from Exhibit "E"		
General Fund	$113,437.65	
General Fund—Reserved for Building Fund	20,308.06	133,745.71
General Office Real Estate, Building, and Improvements	$570,313.00	
Garage Real Estate and Building	63,167.50	
	$633.480.50	

			Exhibit "D"
Deduct:			
First Trust Payable	$23,000.00		
Reserve for Depreciation	8,000.00	$31,000.00	$602,480.50
TOTAL GENERAL FUND			$835,184.00
ELEMENTARY SCHOOL PRINCIPALS FUND			
Cash		$ 1,072.64	
Investments in Securities (Book Value) from Exhibit "E"		10,853.98	11,926.62
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS			
Cash		$ 2,814.75	
Investments in Securities (Book Value) from Exhibit "E"		24,731.32	27,546.07
SUPERVISORS AND DIRECTORS OF INSTRUCTION			
Cash		$ 97.50	
Investments in Securities (Book Value) from Exhibit "E"		4,000.00	4,097.50
PARKER TEACHER WELFARE FUND			
Cash		$ 762.45	
Investments in Securities (Book Value) from Exhibit "E"		8,262.09	9,024.54
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION			
Investments in Securities (Book Value) from Exhibit "E"			2,000.00
TOTAL PERMANENT FUNDS ASSETS—To Exhibit "A"			$889,778.73

Investments in Securities—Permanent Funds Bonds As At May 31, 1941

	Par Value	Book Value	Exhibit "E" Interest Collected for Fiscal Year 1940-41
GENERAL FUND			
City of Monessen, Pennsylvania 4½% Due 8-1-51	$ 5,000.00	$ 5,206.39	$ 225.00
State of Arkansas Toll Bridge 5% Due 10-1-60	5,000.00	5,166.51	250.00
State of Arkansas Toll Bridge 5% Due 10-1-54	23,000.00	23,558.90	1,150.00
State of Arkansas Toll Bridge Series B 3¼% Due 10-1-53	3,791.48	3,791.48	132.70
County of Columbus, N. C. 5% Due 1-1-54	5,000.00	5,470.75	250.00
City of Newport News, Va. 4½% Due 6-1-48	1,000.00	892.50	45.00
St. Louis and San Francisco Railroad Co. Prior Lien 4% Due 7-1-50 Certificate of Deposit	5,250.00	4,331.25	29.03
Atlantic Coast Line Railroad Co. 1st Consolidated Mortgage 4% Due 7-1-52	10,000.00	9,600.00	400.00

EXHIBIT "E"

Baltimore and Ohio Railroad Company (Pittsburgh, Lake Erie, and W. Va. System) Refunding Mortgage 4% Due 11-1-51	$20,000.00	$19,942.50	$800.00
Chicago, Indiana and Southern Railway Co. 4% Due 1-1-56	10,000.00	9,500.00	400.00
Terminal Railroad Association of St. Louis General Mortgage 4% Due 1-1-53	15,000.00	15,050.00	600.00
Metropolitan Water District of Southern California Colorado River Waterworks 4¼% Due 2-1-70	8,000.00	9,027.37	340.00
City of New York — Corporate Stock (Bonds) Transit Unification 3% Due 6-1-80	1,900.00	1,900.00	28.50
TOTAL TO EXHIBIT "D"	$112,941.48	$113,437.65	$ 4,650.23
GENERAL FUND—RESERVED FOR BUILDING FUND			
Buffalo Sewer Authority 3¼% Due 11-1-57	$ 5,000.00	$ 4,974.86	$ 162.50
City of New York Corporate Stock—(Bonds) (Water) 3% Due 2-1-79	10,000.00	9,947.50	300.00
City of Los Angeles—High School District 3½% Due 1-1-57	5,000.00	5,385.70	175.00
TOTAL TO EXHIBIT "D"	$ 20,000.00	$ 20,308.06	$ 637.50
ELEMENTARY SCHOOL PRINCIPALS FUND			
Newport News City Street, Improvement and Sewerage Construction 5½% Due 12-1-50	$ 5,000.00	$ 5,000.00	$ 275.00
City of Portsmouth, Va. Waterworks 5% Due 12-1-48	1,000.00	1,053.49	50.00
U. S. Treasury 2¾% Due 1956-59	1,500.00	1,546.14	41.25
Metropolitan Water District of Southern California Colorado River Water Works 4¼% Due 2-1-70	2,000.00	2,256.85	85.00
City of New York Corporate Stock (Bonds) Transit Unification 3% Due 6-1-80	1,000.00	997.50	3.08
TOTAL TO EXHIBIT "D"	$ 10,500.00	$ 10,853.98	$ 454.33
AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS			
Newport News City Street Improvement and Sewerage Construction 5½% Due 12-1-50	$ 11,000.00	$ 11,285.00	$ 605.00
City of Portsmouth, Va. Waterworks 5% Due 12-1-48	3,000.00	3,160.51	150.00
Port of New York Authority 3% Due 12-15-76	2,000.00	2,017.50	60.00
U. S. Treasury Savings Bonds Due 1946	3,000.00*	2,250.00	.....
U. S. Treasury 3¼% Due 1944-46	150.00	200.00	6.50
U. S. Treasury 3¼% Due 1943-45	50.00		
U. S. Treasury 2⅞% Due 1955-60	150.00	150.00	4.33
U. S. Treasury 2¾% Due 1956-59	3,000.00	3,092.28	82.50

			EXHIBIT "E"
South Carolina Highway Certificates of Indebtedness 4¾% Due 12-1-46	$2,000.00	$2,077.28	$95.00
City of New York Corporate Stock (Bonds) Transit Unification 3% Due 6-1-80	500.00	498.75	1.54
TOTAL TO EXHIBIT "D"	$ 24,850.00	$ 24,731.32	$ 1,004.87
SUPERVISORS AND DIRECTORS OF INSTRUCTION			
U. S. Treasury Savings Bonds Due 1948	$ 4,000.00*	$ 3,000.00	$ .....
U. S. Treasury 3¼% Due 1943-45	1,000.00	1,000.00	32.50
TOTAL TO EXHIBIT "D"	$ 5,000.00	$ 4,000.00	$ 32.50
PARKER TEACHER WELFARE FUND			
Home Owners Loan Corporation 3% Due 5-1-44	$ 750.00	$ 758.34	$ 22.50
U. S. Treasury Savings Bonds Series C Due 1948	6,000.00*	4,500.00	.....
Port of New York Authority 3% Due 12-15-76	1,000.00	1,008.75	30.00
City of New York Corporate Stock (Bonds) Transit Unification 3% Due 6-1-80	2,000.00	1,995.00	1.54
TOTAL TO EXHIBIT "D"	$ 9,750.00	$ 8,262.09	$ 54.04
AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION			
Port of New York Authority 3% Due 12-15-76 To Exhibit "D"	$ 2,000.00	$ 2,000.00	$ 60.00

* Maturity Value

Properties Held for the Credit of the Parker Teacher Welfare Fund As At May 31, 1941

EXHIBIT "F"

(The properties listed below were received in the settlement of the estate of Marilla Z. Parker. These assets are in process of liquidation, and as definite values have not been placed thereon, they have not been entered on the books of the Association as assets of Permanent Funds. They are producing a small amount of income.)

STOCKS

10 shares 1741-43 East Seventy-First Street Building Corporation, Chicago, no par (Displacing Duffin Note).

10 shares 4000 Drexel Boulevard Corporation, Chicago, Common Stock—par $100 (Displacing Rosenheim Note).

10 shares 208 South La Salle Street Corporation, Chicago, Common Stock—no par (Issued in lieu of $1,000 5½% First Mortgage Bond).

20 shares International Textbook Company—no par.

5 shares International Educational Publishing Company, Common Stock—no par.

10 shares International Publishing Company, 7% Preferred—no par.

REAL ESTATE

One-half ownership of 192-8/10 acres of land, Burleigh County, North Dakota.

One-half ownership of 320 acres of land, Blaine County, Montana.

Auditor's Certificate on Report of Treasurer

WAYNE KENDRICK & COMPANY

CERTIFIED PUBLIC ACCOUNTANTS, RUST BUILDING, WASHINGTON, D. C.

Dr. Donald DuShane, President, June 19, 1941
National Education Association of the United States,
Washington, D. C.

Dear Sir:

We have examined the records of the executive secretary of your Association for the fiscal year ended May 31, 1941, and have checked the cash transaction shown therein to the cash records of the Association, and have found them in agreement. We hereby certify that the attached Treasurer's Report correctly reflects the cash transactions for the fiscal year ended May 31, 1941, and the cash balance at the close of business on that date. The attached statement does not include a claim in the form of receiver's certificates against the Commercial National Bank, Washington, D. C., in the amount of $22,233.44, representing 30 percent of the balance of Association general funds on deposit at the time the bank was closed in March 1933.

Respectfully submitted,
WAYNE KENDRICK & COMPANY
By WAYNE KENDRICK, *Certified Public Accountant*

Treasurer's Report for the Fiscal Year Ended May 31, 1941[1]

B. F. STANTON, Treasurer

CASH ON DEPOSIT AND ON HAND JUNE 1, 1940				$107,637.61
To Which Add:				
RECEIPTS				
Memberships			$419,459.71	
Advertising			52,488.38	
Convention Exhibits (Net)			36,682.93	
Permanent Fund Income 1940-41 (Net)			47,271.25	
Honoraria			3,036.90	
Rentals (Net)			4,044.18	
Sales of Reports and Publications			24,239.48	
Sundry			414.03	587,636.86
	Balances May 31			
Other Sources	1940	1941		
Increases in Liabilities				
Associated Departments	$42,549.15	$45,686.40		
Unexpended Balance of Special Funds	17,992.64	27,961.38		
Suspense	180.81	1,530.12		
	$60,722.60	$75,177.90	$ 14,455.30	
Decreases in Assets				
Accounts Receivable	$10,394.39	$10,305.35		
Protested Checks	68.90	60.54		
Time Checks Receivable	1,213.98	760.31		
Envelopes and Cards	1,128.31	873.00		
	$12,805.58	$11,999.20	806.38	15,261.68
Adjustment of Inventories				315.06
TOTAL CASH ACCOUNTABILITY				$710,851.21

[1] Adopted by Representative Assembly, July 3, 1941.

From Which Deduct:			
DISBURSEMENTS			
Board of Trustees		$ 457.13	
Board of Directors		9,155.89	
Executive Committee		5,410.39	
General Office Expenses		9,543.28	
Physical Plant		58,320.06	
Annual Conventions		8,763.34	
Publications, Printing, and Distributions		117,878.43	
Special Appropriations		34,019.92	
Memberships		100.00	
Expenses of Delegates		8,541.50	
Retirement Annuities and Insurance		10,738.53	
Divisions		268,747.43	
Promotion and Maintenance of Membership		19,290.06	
Secretary's Contingent Fund		2,351.46	$553,317.42
Other Disbursements			
Increase in Assets			
Stationery and Supplies	$ 1,615.95	$ 1,718.95	$ 103.00
Purchase of Furniture and Fixtures			6,803.26
Decreases in Liabilities			
Vouchers Payable	$20,615.29	$ 18,001.63	2,613.66
Uncollectible Accounts Charged Off			509.54
Retirement Salaries and Miscellaneous			1,136.50
TOTAL DISBURSEMENTS			$564,483.38
CASH BALANCE MAY 31, 1941			$146,367.83

BUDGET COMMITTEE REPORT [1]

W. W. TRENT, CHARLESTON, W. VA., CHAIRMAN

Budget Data and Recommendations for 1941-42

1. Amounts recommended for 1941-42 equal the income for 1940-41, $587,637, which is $29,244 more than that for 1939-40.
2. Expenditures for 1940-41 are $34,320 less than income for 1940-41 and are $5,076 less than the amount of expense authorized in the budget for 1940-41.
3. The only item recommended, additional to those of recent years, is that for the support of the National Committee on Education and Defense.
4. Full details of income and expense and all financial data relating to the budget were studied and discussed at a meeting of the Budget Committee held in Washington, June 14.

Recommendations for Appropriations

1. Board of Trustees:

Actual expenses for last five years:		
1936-37	$ 908	
1937-38	490	
1938-39	630	
1939-40	962	
1940-41	457	
Amount recommended for 1941-42		$ 950

[1] Adopted by Representative Assembly, July 3, 1941.

2. Executive Committee:

Actual expenses for last five years:

1936-37	$ 2,567
1937-38	3,184
1938-39	6,009
1939-40	6,781
1940-41	5,146

Amount recommended for 1941-42 ..... $ 6,500

3. Elected Directors:

Actual expenses for last five years:

1936-37	$11,188
1937-38	7,134
1938-39	9,612
1939-40	11,365
1940-41	9,156

Amount recommended for 1941-42 ..... $ 11,000

4. Office Expense for President:

Actual expenses for last five years:

1936-37	$ 111
1937-38	245
1938-39	393
1939-40	243
1940-41	265

Amount recommended for 1941-42 ..... $ 250

5. Executive Secretary's Office:

Actual expenses for last five years:

1936-37	$32,894
1937-38	31,840
1938-39	32,439
1939-40	31,217
1940-41	30,791

Amount recommended for 1941-42:

Salaries and wages	$30,741	
Travel expense	1,300	
Stationery and supplies	600	
Postage	700	
Telegrams	160	
Total		$ 33,501

6. Publicity Section:

Actual expenses for last five years:

1936-37	$10,333
1937-38	11,377
1938-39	12,366
1939-40	12,392
1940-41	12,839

Amount recommended for 1941-42:

Salaries and wages	$13,033	
Travel expense	1,400	
Stationery and supplies	600	
Postage	600	
Telegrams	150	
Photographs and cuts	200	
Radio broadcasts	250	
Total		$ 16,233

7. Division of Accounts and Records:

Actual expenses for last five years:

1936-37	$34,543
1937-38	35,776
1938-39	37,444
1939-40	38,929
1940-41	40,781

Amount recommended for 1941-42:

Salaries and wages	$38,556	
Travel expense	300	
Stationery and supplies	1,050	
Postage	1,000	
Telegrams	10	
Graphotype supplies	1,050	
Total		$ 41,966

8. Division of Membership:

Actual expenses for last five years:

1936-37	$12,525
1937-38	13,154
1938-39	11,754
1939-40	12,301
1940-41	11,831

Amount recommended for 1941-42:

Salaries and wages	$10,920	
Travel expense	900	
Stationery and supplies	160	
Postage	200	
Telegrams	10	
Total		$ 12,190

9. Promotion and Maintenance of Membership:

Actual expenses for last five years:

1936-37	$20,588
1937-38	22,009
1938-39	22,817
1939-40	20,603
1940-41	19,290

Amount recommended for 1941-42 ..... $ 19,000

10. Division of Field:

Actual expenses for last five years:

1936-37	$11,895
1937-38	12,344
1938-39	13,741
1939-40	13,142
1940-41	12,649

Amount recommended for 1941-42:

Salaries and wages	$10,815	
Travel expense	1,600	
Stationery and supplies	225	
Postage	225	
Telegrams	25	
Total		$ 12,890

11. Division of Business:

Actual expenses for last five years:

1936-37	$23,022
1937-38	23,707
1938-39	24,432
1939-40	24,863
1940-41	25,573

Amount recommended for 1941-42:

Salaries and wages	$22,243	
Travel expense	1,050	
Stationery and supplies	325	
Postage	550	
Telegrams	80	
Advertising	375	
Mailing and multigraph sections and addressograph service	2,300	
Total		$ 26,923

12. Division of Affiliated Associations:

Actual expenses for last five years:

1936-37	$ 7,710
1937-38	8,000
1938-39	8,638
1939-40	8,054
1940-41	8,181

Amount recommended for 1941-42:

Salaries and wages	$ 7,533	
Travel expense	425	
Stationery and supplies	200	
Postage	350	
Telegrams	5	
Total		$ 8,513

13. Division of Publications:

Actual expenses for last five years:

1936-37	$31,956
1937-38	34,537
1938-39	35,000
1939-40	36,555
1940-41	36,428

Amount recommended for 1941-42:

Salaries and wages	$32,718	
Travel expense	800	
Stationery and supplies	425	
Postage	600	
Telegrams	30	
Reprints, leaflets, and packets	400	
Photographs and cuts	225	
Total		$ 35,198

14. Division of Administrative Service:

Actual expenses for last five years:

1936-37	$ 9,275
1937-38	8,467
1938-39	8,843
1939-40	9,174
1940-41	9,133

Amount recommended for 1941-42:

Salaries and wages	$ 9,240	
Travel expense	100	
Stationery and supplies	125	
Total		$ 9,465

15. Division of Research:

Actual expenses for last five years:

1936-37	$55,155
1937-38	61,601
1938-39	64,213
1939-40	65,464
1940-41	70,154

Amount recommended for 1941-42:

Salaries and wages	$59,378	
Travel expense	1,200	
Stationery and supplies	1,700	
Postage	1,300	
Telegrams	50	
Special charts, tables, and legislative reference service	1,500	
Books and pamphlets (library)	600	
Total		$ 65,728

16. Division of Rural Service:

Actual expenses for last five years:

1936-37	$ 8,445
1937-38	10,491
1938-39	11,511
1939-40	9,766
1940-41	10,389

Amount recommended for 1941-42:

Salaries and wages	$ 8,560	
Travel expense	1,400	
Stationery and supplies	100	
Postage	50	
Telegrams	25	
Conferences	750	
Total		$ 10,885

17. Physical Plant:

Actual expenses for last five years:

1936-37	$56,871
1937-38	57,729
1938-39	57,425
1939-40	58,445
1940-41	58,320

Amount recommended for 1941-42:

Rent	$43,000	
Light and power	2,050	
Heat	1,300	
Janitor service	9,800	
Maintenance	2,800	
Total		$ 58,950

18. General Office Expenses:

Actual expenses for last five years:

1936-37	$ 8,694
1937-38	8,085
1938-39	8,728
1939-40	8,943
1940-41	9,543

Amount recommended for 1941-42:

Auditing Association accounts	$ 500	
Express and freight	250	
General expense	350	
Insurance	650	
Interest and discount allowed	1,200	
Repairs—Office furniture	450	
Surety bonds	260	
Telephone service	1,950	
Operators and information	3,580	
Total		$ 9,190

19. Annual Conventions:

Actual expenses for last five years:

1936-37	$ 5,080	
1937-38	8,366	
1938-39	7,432	
1939-40	9,402	
1940-41	8,763	
Amount recommended for 1941-42		$ 9,000

20. Journal of the National Education Association:

Actual expenses for last five years:

1936-37	$81,042	
1937-38	89,854	
1938-39	99,527*	
1939-40	90,850	
1940-41	90,283	
Amount recommended for 1941-42		$ 90,000

21. Other Publications:

Actual expenses for last five years:

1936-37	$21,276		
1937-38	23,107		
1938-39	24,852		
1939-40	24,386		
1940-41	27,596		
Amount recommended for 1941-42:			
Volume of Proceedings		$ 8,000	
Publications and reports for sale		4,500	
Research Bulletin		6,000	
American Education Week material		6,000	
American Education Week preparation and promotion		1,200	
Total			$ 25,700

22. Expenses of Delegates:

Actual expenses for last five years:

1936-37	$ 6,948	
1937-38	9,175	
1938-39	8,307	
1939-40	6,196	
1940-41	8,541	
Amount recommended for 1941-42		$ 9,000

23. Association Membership Fees:

Actual expenses for last five years:

1936-37	$ 1,100		
1937-38	1,100		
1938-39	1,100		
1939-40	100		
1940-41	100		
Amount recommended for 1941-42:			
American Council on Education		$ 100	
Total			$ 100

* Includes ten issues (May 1938 to May 1939, inclusive).

24. Retirement Annuities and Insurance:			
Actual expenses for last five years:			
1936-37	$11,117		
1937-38	9,803		
1938-39	11,512		
1939-40	10,285		
1940-41	10,739		
Amount recommended for 1941-42			$ 10,750
25. Departments:			
Actual expenses for last five years:			
1936-37	$12,367		
1937-38	14,331		
1938-39	14,774		
1939-40	16,350		
1940-41	17,836		
Amount recommended for 1941-42:			
Classroom Teachers		$15,000	
Other departments and purposes		5,800	
Total			$ 20,800
26. Committees and Commissions:			
Actual expenses for last five years:			
1936-37	$11,339		
1937-38	10,137		
1938-39	12,363		
1939-40	13,556		
1940-41	10,784		
Amount recommended for 1941-42:			
Committee on Tenure		$10,000	
Other committees and commissions		3,400	
Total			$ 13,400
27. Educational Policies Commission:			
Actual expenses for last year:			
1940-41	$ 5,400		
Amount recommended for 1941-42			$ 13,000
28. National Committee on Education and Defense:			
Amount recommended for 1941-42			$ 2,200
29. National Commission for Defense of Democracy thru Education:			
Amount voted for 1941-42			$ 20,000[1]
30. Joint Retirement Committee:			
Amount voted for 1941-42			$ 5,000[1]
31. Secretary's Contingent Fund:			
Actual expenses for last five years:			
1936-37	$ 1,352		
1937-38	150		
1938-39	1,216		
1939-40	504		
1940-41	2,351		
Amount voted for 1941-42			$ 1,855[1]
GRAND TOTAL			$600,137

[1] These amounts differ from original recommendation of the Budget Committee due to action of the Representative Assembly. See pages 775 and 791.

Comparison of Expenditures

1937–38 to 1940–41

And Appropriations for 1941-42

APPROPRIATION	Expended 1937-38	Expended 1938-39	Expended 1939-40	Expended 1940-41	Recommended Appropriation 1941-42
Board of Trustees	$ 490	$ 630	$ 962	$ 457	$ 950
Executive Committee	3,184	6,009	6,781	5,146	6,500
Elected Directors	7,134	9,612	11,365	9,156	11,000
Office Expense for President	245	393	243	265	250
Executive Secretary's Office	31,840	32,439	31,217	30,791	33,501
Publicity Section	11,377	12,366	12,392	12,839	16,233
Division of Accounts and Records	35,776	37,444	38,929	40,781	41,966
Division of Membership	13,154	11,754	12,301	11,831	12,190
Promotion and Maintenance of Membership	22,009	22,817	20,603	19,290	19,000
Division of Field	12,344	13,741	13,142	12,649	12,890
Division of Business	23,707	24,432	24,863	25,573	26,923
Division of Affiliated Associations	8,000	8,638	8,054	8,181	8,513
Division of Publications	34,537	35,000	36,555	36,428	35,198
Division of Administrative Service	8,467	8,843	9,174	9,133	9,465
Division of Research	61,601	64,213	65,464	70,154	65,728
Division of Rural Service	10,491	11,511	9,766	10,389	10,885
Physical Plant	57,729	57,425	58,445	58,320	58,950
General Office Expenses	8,085	8,728	8,943	9,543	9,190
Annual Conventions	8,366	7,432	9,402	8,763	9,000
Journal of the NEA	89,854	99,527*	90,850	90,283	90,000
Other Publications	23,107	24,852	24,386	27,596	25,700
Expenses of Delegates	9,175	8,307	6,196	8,541	9,000
Association Membership Fees	1,100	1,100	100	100	100
Retirement Annuities and Insurance	9,803	11,512	10,285	10,739	10,750
Departments	14,331	14,774	16,350	17,836	20,800
Committees and Commissions	10,137	12,363	13,556	10,784	13,400
Educational Policies Commission	....	....	....	5,400	13,000
National Committee on Education and Defense	....	....	....	....	2,200
National Commission for Defense of Democracy	....	....	....	....	20,000
Joint Retirement Committee	....	....	....	....	5,000
Secretary's Contingent Fund	150	1,216	504	2,351	1,855
	$516,192	$547,078	$540,827	$553,317	$600,137

* Ten issues, 1938-39, and nine issues, 1939-40.

Income Statement

	1937-38	1938-39	1939-40	1940-41
Membership Dues	$390,027	$390,112	$403,201	$419,460
Journal Advertising	51,255	55,133	49,410	52,488
Exhibits (net)	32,206	32,309	33,828	36,683
Honorariums	2,530	2,215	1,772	3,037
Rentals	8,286	8,416	2,689	4,045
Sales of Publications	18,244	19,397	19,530	24,239
Permanent Fund—Net Income	42,572	46,238	47,726	47,271
Sundry Income	776	405	237	414
	$545,896	$554,226	$558,393	$587,637

THE ANNUAL REPORT OF THE SECRETARY

Willard E. Givens

AN ATTEMPT IS BEING MADE this year to give to the members of the National Education Association, thru the report of the executive secretary, a summarized statement of the work of the National Education Association in all its nationwide ramifications.

The first part of the report is a brief statement of the activities during the year of the ten divisions of the headquarters staff of the Association. The second part summarizes the work done by our thirty committees, commissions, and councils. The third part gives summarized accounts of the work of our twenty-seven departments.

The headquarters building in Washington, owned by the Association, houses the two hundred people who are constantly working on the various problems of the Association. A detailed report of the work of the various divisions which follows will give adequate information as to the program carried on by the Association at our headquarters.

During the year, the members of the headquarters staff have rendered professional service to our 1200 affiliated associations, state and local, and to our more than 200,000 members. We have helped to organize and conduct 50 Institutes on Professional Relations in 20 states. Members of our staff have made 450 field trips into 44 states, spending a total of 1800 days in the field. Staff members made 400 addresses during the year to 125,000 people and took part in 650 conferences, participated in by 60,000 people.

We have furnished many exhibits of Association publications to state and local meetings all over the United States. We have cooperated in conducting demonstrations, exhibits, and discussions for thousands of teachers. Motion pictures dealing with safety education have been made available for school safety instruction.

The Association has carried forward an extensive program of research and has printed and distributed 231,000,000 pages of educational literature.

Members of the headquarters staff have written many articles for both professional and lay magazines. We have written more than 500,000 letters during the year, dealing with all kinds of professional questions. We have sent news stories to thousands of daily and weekly newspapers and have taken part in many nationwide radio programs.

Members of our staff have had liaison relationships with our thirty committees and our twenty-seven departments.

Brief history—On August 26, 1857, there gathered in Philadelphia forty-three educational leaders to organize the first national association of teachers in the United States of America. They appreciated the need for a nationwide organization so they formed the National Teachers Association in order that the teachers of the nation might become "one great Educational Brotherhood to elevate the character and advance the interests of the teaching profession and to promote the cause of education throughout the country."

This young and struggling association laid the foundation of professional organization in this country and became the rallying point for educational ideals and purposes. With the cooperation of the National Association of School Superintendents, the National Teachers Association secured, in 1867, the establishment of the federal agency, now known as the United States Office of Education.

At the Cleveland convention in 1870, two organizations which had grown up separately united with the National Teachers Association to form the National Educational Association. These organizations were the American Normal School Association, organized in 1858, and the National Association of School Superintendents, organized in 1866. Under the new plan, they became departments of the N.E.A., and other departments were formed for elementary and higher education. By working toward one, all-inclusive association, educators have achieved increasing unity of purpose and leadership.

The first N.E.A. convention to have a substantial attendance from the West was held in Madison, Wisconsin, in 1884—a meeting described at the time as the "grandest and most numerous assemblage of educators that ever came together on the American continent." This convention marked the beginning of a stronger organization and an increased membership.

In 1893, the Report of the N.E.A.'s Committee of Ten on Secondary Education was published. It marked a milestone in the history of American education. This report paved the way for the amazing growth and contribution of the secondary schools to American life. Other committees of the National Education Association have had a similarly profound influence. Ethics, school health, curriculum, teacher welfare, school buildings, social-economic goals—in these and other fields, N.E.A. committees have contributed to the betterment of schools and to the improvement of teacher status and of civic life.

In 1906, the Congress of the United States chartered our organization as "The National Education Association of the United States." In 1917, the organization brought its headquarters to Washington, D. C. Three years later it moved into its own building—the teachers' professional home in the nation's capital. Under the leadership of my able and revered predecessor, J. W. Crabtree, membership and service increased markedly during the next fifteen years. The Association adopted the goal, "100 percent membership in local, state, and national associations with every teacher at work on the problems of the profession."

In the early days, all members of the N.E.A. could comfortably meet in a good-sized room. As the Association grew, its conventions taxed the capacity of large auditoriums. All members voted directly on all business, but the rapid membership growth called for a representative way of doing business. A plan was worked out to unite local, state, and national associations into one organic whole with a Representative Assembly composed of delegates from state and local groups. This plan was adopted by the national Association at its Salt Lake City convention in 1920 and by all the state associations and hundreds of local groups during the following fall. Exactly

fifty years after the unification in 1870 came this second great step toward an all-inclusive professional organization.

The financial collapse, beginning in 1929, fell heavily upon the schools. To meet this situation, the N.E.A. and its Department of Superintendence appointed the Joint Commission on the Emergency in Education, which was followed by the Educational Policies Commission. These Commissions helped to rally the educational forces, to sustain morale, and to lay foundations for long-time educational development. The Association's Legislative Commission has, in season and out of season, pointed out to the American people that the survival of democracy calls for an enlightened citizenry which in turn rests upon educational opportunity for all. Other commissions and committees have rendered great service to education during the years.

The National Education Association is the teachers of America working together on the problems of the profession. Its strength is in their united interest, goodwill, loyalty, and activity. It unifies local, state, and national forces. It brings together teachers, principals, and superintendents. It represents elementary schools, secondary schools, colleges, and universities. It is the only all-inclusive, nationwide organization of educators in the United States. For eighty-four years it has been one of the major forces in the improvement of our American schools. It benefits every teacher, and every teacher may well take pride in helping to support its program of leadership, research, publications, teacher welfare, and civic enlightenment. Unity among the educational forces is of the utmost importance to the future of our democracy.

Education and defense—The National Education Association and the American Council on Education, working together, organized the National Committee on Education and Defense. This organization, consisting of sixty of the leading national organizations in education, has done much valuable work during the year. The National Committee on Education and Defense as a whole has met twice during the year to determine policies and to discuss various defense problems common to the sixty national organizations.

The general program of the National Committee on Education and Defense has been directed by an Executive Committee of eighteen members. This Committee has met several times during the year. The Executive Committee early in the year adopted the policy of appointing subcommittees to study problems and carry forward the program. There have been six subcommittees at work.

The Subcommittee on Military Affairs, headed by President Isaiah Bowman of Johns Hopkins University, has carried forward an important program for education in connection with selective service and with the educational program for men in the camps.

The Subcommittee on the Selection of Materials on Defense for use in the classroom, headed by Superintendent Ben Graham of Pittsburgh, was instrumental in getting the Educational Policies Commission to produce and distribute six pamphlets for this purpose. These pamphlets are: "Our Democracy," "How May We Defend Democracy?" "Suggestions for Teaching

American History in the Present Emergency," "The School: An Arsenal for Democracy," "How You Can Strengthen Democracy," and "Current Documents on Democracy."

The Subcommittee on Training, headed by Commissioner Alonzo G. Grace of Connecticut, has held many meetings and has worked out a statement of policy in the field of training for defense workers that should remove much of the misunderstanding between the various agencies operating in the defense training field.

The Subcommittee on College Women and Defense, headed by President Meta Glass of Sweet Briar College, has made a report upon the place of college women in defense.

The Subcommittee on Pre-Induction Training, headed by Professor N. L. Engelhardt of Teachers College, Columbia University, has studied the possibility of educational service that should be rendered to the selective service men before they go to camp. Materials are being prepared for use in local communities in such fields as civilian clearance—that is, clearing up all business matters before they leave for camp, such as payments on automobiles, insurance, etc. Also, materials are being prepared which will be helpful to the men in acquainting them with ways and means of making the year in camp count for the most in their lives as well as in the service to their country.

The Subcommittee on Latin American Activities, headed by Professor Luther Gulick of Columbia University, is considering and recommending to the proper authorities for consideration and possible approval many worthy undertakings for the development of better understanding among the Americas, particularly in the educational and cultural fields.

The National Committee on Education and Defense is rendering valuable service to education in many of its defense phases.

Proposed Public Relations Commission—During the year the Executive Committee has given consideration to strengthening the public relations program of the schools thruout the nation in order to better meet the serious years ahead of us. Our Committee believes that there is need for a nationwide, unified public relations program in behalf of education. The Committee knows that the long-time vital function of the American school system must be maintained even in times of unusual expenditures for military defense. The Committee is convinced that the future welfare of our country must be protected against any misguided efforts to curtail the best possible preparation of our girls and boys for citizenship.

The Committee believes that the purposes of the Public Relations Commission should be to create better public understanding and support of education; to strengthen education thru an aggressive policy of informing leaders of lay organizations concerning educational purposes and needs; to acquaint individual teachers with their responsibilities for participating in the public relations program of the schools and to help them with their work in this field; to cooperate with state and local associations in strengthening public relations; and to investigate alleged subversive teaching and to expose any

teacher whose attitude is found to be inimical to the best interests of our country.

Democracy and citizenship—We are facing a world that is in confusion. The important question is: Can men live together happily and effectively in this rapidly shrinking world? We are faced with a crisis in human relationships. Fear of strange people has been common thruout history. Battles have been fought time and time again because of conflict of race, religion, and economic ambition.

Can human beings live together like civilized people or does this slaughter of innocent women, helpless children, and brave men have to go on? Education must play a big part in answering this question. Democracy, if we can make it a positive and dynamic force in the lives of our people, will flourish in this world long after dictators have passed from the scene.

Three books of outstanding importance have been published in the citizenship field during the year by our Association.

"Learning the Ways of Democracy," a case book in civic education, is a "how to do it" report on citizenship education. It describes hundreds of effective practices in civic education observed by the staff of the Educational Policies Commission in ninety high schools of all types in all parts of the United States. This book faces the future as well as the present. One of the most stimulating chapters is that on "Things To Be Done," while another chapter, "Where Stands Your School?" provides a series of questions for simple evaluation of the entire program of any school in terms of its effectiveness for civic education.

"The Education of Free Men in American Democracy" is the latest publication of our Educational Policies Commission. It is just off the press. Against the background of a rising tide of despotism this volume courageously charts the knowledge, loyalty, and discipline that are necessary for free men if a society of free men is to endure. The volume provides a policy for progress—a platform upon which all American education can stand. This is the fifth of a series of volumes interpreting education in American democracy issued during the past five years by our Policies Commission to the educational profession and to the American people. Other volumes in the series deal with "Education and Economic Well-Being," the "Purposes," the "Structure and Administration," and "The Unique Function of Education in American Democracy."

"The American Citizens Handbook" features the spirit of America thru the great documents of American liberty, our inspiring national songs and poems, our national shrines in beautiful pictures, the United States Flag Code, what everyone should know about law, the story of Citizenship Recognition Day, facts every citizen should know, and many other valuable features. This book is intended for teachers and laymen alike. Democratic government can rise no higher than the intelligence, conscience, and purpose of the individual citizen.

With abiding faith in our democratic way of life and with a firm con-

viction that education will play an important part in maintaining this way of life, let us courageously do our part.

Federal aid—Senator Thomas of Utah introduced for himself and Senator Harrison of Mississippi a federal aid to education bill on April 7, 1941. The aim of this bill is to strengthen the national defense and promote the general welfare thru the appropriation of funds to assist the states and territories in meeting financial emergencies in education and in reducing inequalities of educational opportunities.

This bill, known as S. 1313, has had a hearing before the Committee on Education and Labor of the United States Senate. The complete findings of the hearing are now being printed. As soon as the findings are available, the Senate Committee on Education and Labor will hold an executive session, following which they will make their recommendation upon this bill to the United States Senate for consideration and action.

There are at the present time five distinct and measurable needs for federal financial assistance to the states for public schools: (a) for the equalization of elementary- and secondary-school opportunities among and within the states; (b) for school facilities for children recently removed to the areas of defense activities, both military and industrial; (c) for the financial support of schools for Negroes in states maintaining separate schools for Negroes, made legally imperative by recent federal court decisions interpreting the Fourteenth Amendment to the Constitution of the United States as affecting equal rights to educational opportunities; (d) for the children of migratory workers, particularly of workers engaged in seasonal occupations, largely agricultural; (e) for the children of federal employees residing on federal reservations and properties.

S. 1313 would authorize annual federal appropriations of $300,000,000 to the states to provide for the equalization of educational opportunities among and within the states, taking into consideration the children of migratory workers and the children residing on federal reservations, and to provide educational facilities for children in defense areas.

The federal funds are to be apportioned to the respective states on the basis of their need for additional funds. The need is to be determined on the basis of such factors as financial ability, the number of children, and the lack of public school facilities.

The present situation is such in many parts of our country that thousands upon thousands of worthy and able young people cannot have reasonable educational opportunities without some financial help from the federal government. Adequate educational opportunity for our people is the best long-term defense program that our democracy can have. Let *all* of us who are interested in the welfare of children give our best efforts toward securing reasonable educational opportunity for *all* the children in our country.

Appreciation—I appreciate and am thankful for the guidance and counsel of the president, the members of the Executive Committee, the Trustees, and the Directors. I have received fine cooperation during the year from the members of our departments, committees, commissions, and councils. The

secretaries of the state teachers associations have been most cooperative, as have the state superintendents and presidents of the state teachers associations. I appreciate the help given to the National Education Association by the 1200 affiliated state and local associations, by the delegates to the Representative Assembly, and by thousands of educational leaders in our classrooms and administrative offices thruout the country. Each member of our Association has helped thru the contribution of membership dues, thru suggestions, and thru loyal cooperation to carry forward the Association's program of service to the children and teachers of our nation.

I am indebted to all members of the headquarters staff for their efficient work and willing cooperation.

The following summaries of the work done at headquarters during the year will be of interest to all those who wish to keep informed concerning our Association's program.

Associate Secretary

William G. Carr

The position of associate secretary was established by the Executive Committee in July 1940. The duties of the office at present are: (a) to serve as secretary of the Educational Policies Commission, (b) to encourage helpful relationships among the departments and between the departments and the Association, (c) to represent the Association at meetings and conferences as requested by the executive secretary of the Association, and (d) to perform such other duties as the executive secretary may assign.

The first of these four activities now requires the major part of the time of the associate secretary. A report on the Educational Policies Commission appears elsewhere in this document.

The Association has been represented at a number of meetings including the Western Conference of Secretaries of State Education Associations, regional institutes in Arizona, Michigan, Oregon, and Washington, the governor's conference on education and defense in Kansas, the District of Columbia Education Association, the Louisiana Congress of Parents and Teachers, and others.

Promotion of helpful relations among departments has been started by securing a statement from each department concerning its program. These statements have been organized so as to form a section of this ANNUAL REPORT OF THE SECRETARY.

The associate secretary has maintained close contact with the current materials criticizing textbooks and teachers. The articles "This Is Not Treason" in the November *Journal of the National Education Association* and "An Educator Bids for Partners" in the March *Nation's Business* are among the tangible outcomes of these efforts.

DIVISIONS

Accounts and Records

Mary Jane Winfree

The receipt and disbursement of all monies for the Association and its departments, committees, and commissions and for the Permanent Fund are the responsibility of this Division.

A five-year reorganization plan, putting all records of the Association on a business basis, has been completed.

Individual paid memberships, totaling 211,191, show an increase of 7,762 members this year and 45,138 during the last five years.

Detailed membership reports for promotion purposes are prepared semi-annually for all states and more frequently when needed.

We handle all the 100 percent enrolment of schools which has reached 8445 schools, an increase of 33⅓ percent in three years. All 100 percent records are acknowledged the day of receipt and are published in the *Journal* the second month after receipt.

Distribution of publications thru the National Education Association has increased 75 percent in the past year.

All orders accompanied by cash are received in this division and are classified and sent to the Mailing Room within thirty minutes after receipt. A large number of billed orders reach us thru Accounts Receivable. It is our responsibility to collect all funds due by reason of these sales.

Registration of members at the winter meeting and registration of members and issuance of delegate's checks at the annual summer convention of the Association are also responsibilities of this office.

A promotion file of over 85,000 addressograph plates is maintained, which includes lists of principals of schools, superintendents, presidents of colleges, deans of schools of education, and a file of 4300 public and private libraries. This file is used by the Association and its committees and departments continually thruout the year.

The Division makes a large contribution to departments when it maintains financial records for the Departments of Adult Education, Rural Education, Secondary Teachers, and Health, Physical Education, and Recreation. This year it has reorganized the records for the American Educational Research Association and has established and maintained a file of members for the Department of Business Education, doing all the necessary clerical work on these plates. It prepares addressograph plates for all divisions, committees, and commissions of the Association, also for the National Council for the Social Studies, Deans of Women, and the National Association of Secondary-School Principals, in addition to the other departments heretofore established, namely, the American Association of School Administrators, Elementary School Principals, and Supervisors and Directors of Instruction.

Departmental files maintained and serviced in this Division are as follows:

Adult Education	2,200
American Association for Health, Physical Education, and Recreation	8,569
American Educational Research Association	1,115
Business Education	4,369
Rural Education	402
Secondary Teachers	1,670
	18,325

Affiliated Associations

Agnes Winn

The activities of this Division have to do with our affiliated associations. Three years ago the executive secretary and the Executive Committee recognized the importance of these groups by changing the name of the Division from Classroom Service to the present one, but not until this year has the entire time of the director and her staff been given over to the affiliation work.

When it is borne in mind that the affiliated associations select the delegates who make up the Representative Assembly, the final authority on the policies that govern the National Education Association, it is impossible to place too much emphasis on their importance to the whole N.E.A. structure. Therefore, the setting up of a Division whose chief function is to work closely with these groups was timely and has given them a clearer vision of their importance.

There are now 1125 local and district organizations affiliated, and each week brings new additions. Adding to these the 52 state and territorial associations, all of which are affiliated, the total number is approaching 1200. During the past three years the number has practically doubled. Such increase is desirable and no opportunity should be lost in pointing out to an organized group the privileges which affiliation brings. However, it is equally as important to assist those that have already taken this step to understand what the relationship really means and to acquaint them with the services which the Association is prepared to give them in their professional programs.

The work of the Division includes a variety of activities. Every effort is made to keep in touch with the officers, to encourage and assist them in their organization activities, and to make clear to them the relationship they bear to the National Education Association. An important phase of the work is the keeping of complete and accurate records. The card for each one shows the names and addresses of officers, date of election, number of local members, number of N.E.A. members, number of delegates sent to past conventions, and their annual payments. In July of each year the affiliation of all associations whose dues are unpaid is cancelled.

There are many different types of teachers organizations. To show the various types that are affiliated a classification file has been worked out in

addition to the general file. The count of affiliations by states is shown by means of a large chart and a wall map in colors. These are brought up to date daily and anyone interested may see how each state stands on any particular day.

The Division is often called upon to assist weak organizations in building stronger ones and to help other groups to reorganize. Requests for help also come from groups that desire to form an organization but do not know what steps to take. Practically every day brings requests for information and material on various teacher welfare problems and for help in planning professional programs. All this requires a vast amount of correspondence.

This year all activities in connection with the official delegates to the Representative Assembly were transferred from the Secretary's Office to this Division. While the actual work does not begin until a few months in advance of the convention, the groundwork must be laid thruout the year. Therefore, every general letter that has gone to the more than 1100 local associations has contained some reference to delegates. Only those groups whose dues are paid and whose N.E.A. membership is sufficiently large to entitle them to representation may send delegates and this sometimes requires considerable explanation. It has been suggested that only the applications of those groups that meet the requirements for sending delegates should be accepted for affiliation, but this can be effected only by a change in the N.E.A. Bylaws.

Preparations pertaining to the work with delegates were begun this year in February, and since then it has been the major activity of the Division and will continue to be until after the Boston meeting. During the convention the director will have charge of the Delegates Registration Desk and will work closely with the Credentials Committee. After the convention there will be follow-up work which will include the compiling of the list of delegates for the annual volume of *Proceedings*.

The year just closed has been both interesting and stimulating. In the opinion of the director the results achieved fully justify the emphasis the Association is now placing on its affiliated associations as given in this report. However, there are various ways in which the service rendered them can be expanded, and the Division is working toward this end during the coming years. It is hoped that the added recognition that has been given them will bear fruit in the years to come and will play a prominent part in attaining the goal toward which the Association is striving—a unified profession.

Business

H. A. Allan

The service of the Division of Business extends to practically all Association activities and is involved with the work of departments, committees, commissions, and other divisions. Principal activities include purchasing of supplies and equipment, auditing of accounts for payment, preparation of

special financial statements and reports, handling personnel records and payrolls, administration of the retirement insurance plan, and assistance in budget preparation. The Division is also responsible for sales of publications, advertising in the *Journal,* convention arrangements—including operation of exhibits—and building operation. An important part of the Division's work is that of duplicating, addressing and mailing, printing contracts, and planning and issuance of supplies and equipment. Approximately $875,000 has been handled during the year in the form of expenditures for the Association, its departments, commissions, and special enterprises.

A favorable report of financial conditions is possible. Expenses are well within the budget allotments. Income from all major sources has increased. The condition of the Permanent Fund continues to be excellent. The indebtedness on the building has now been reduced to $23,000, with anticipation that this will be paid in January 1942 as permitted under the loan contract.

The property of the Association continues to be maintained in excellent condition and is operated economically. The changes required on account of the underpass construction on Sixteenth Street have been completed with no substantial loss in appearance of the setting of the building.

The great increases in opportunity for government employment are bringing problems of personnel supply and wages. These undoubtedly will become more difficult, and it is desirable that we increase wages in the lower personnel classifications. Working in the Association building during the past year have been 95 permanent employees and from 93 to 114 temporary employees; most of the latter group are on a full-year employment basis.

For next year we not only face grave possibilities of substantially reduced income for the Association but increased demand for its help and service. The relative value of various activities and the amount of financial support to carry them on must be studied more carefully than ever before. We may need to be prepared to reduce support for some established projects in order to find means of support for activities required by critical developments. It has been wise to proceed in a normal way during the past year, but whether conditions will permit us to so continue such a policy is doubtful.

Field Service

Charl Ormond Williams

Field service—In line with usual activities of the Division of Field Service, the director spent a good portion of 1940-41 in travel. Much work of the Division is concerned with correspondence preceding and following engagements, with many members of groups involved.

The field trips of the director during the year carried her 25,700 miles to 36 cities in 21 states. She delivered 42 formal addresses, held 118 group conferences and 260 individual conferences. Her audiences during the year totaled approximately 23,000 people.

Institutes on Professional Relations—Eighty-five Institutes on Profes-

sional Relations have been held in 56 institutions in 20 states since the first one was organized in 1938 at George Peabody College for Teachers, Nashville, Tennessee. Thirty-four of these were held in 11 states in the summer of 1939, and 50 in 20 states in the summer of 1940. Indications for the summer of 1941 are that the record of last summer will at least be equaled. Forty-four institutions had plans well enough under way to be listed in an advance article on the conferences printed in the May issue of the *Journal of the National Education Association.*

Institutes on Professional Relations are based on a simple concept of cooperation of educational agencies. Most of these conferences have had the cooperation of the teacher-education institution itself, the state education association, the National Education Association, and in many cases the cooperation of the state department of education and state congress of parents and teachers. These Institutes have sought in a simple manner to find ways of unifying the profession, democratizing the profession, and making the profession vocal on its problems.

In the summer of 1940, fourteen staff members represented the National Education Association at 41 of the Institutes. Again this year, fourteen staff members have offered their services, and a number of the officers of the Association have volunteered to help. Already 37 assignments have been made. The assignment of representatives to these Institutes in such a manner as to save time, effort, and money is a duty delegated to the Division of Field Service.

Correspondence with the colleges and universities interested in Institutes on Professional Relations has grown to be very heavy in the past few years. Letters, which must be highly individualized, fall generally into three groups:

Those to directors who grasp the full import of the movement and whose Institutes are well under way.

Those to institutions where only partially successful attempts have been made.

Those to institutions where leaders have heard about the movement and are trying such a conference for the first time.

In connection with this work, the director of the Division has prepared a number of reports and mimeographed bulletins and has mailed hundreds of packets of materials. Many of these materials were generously donated by state education associations, notable among which were the Utah Education Association, the Nebraska State Teachers Association, the Ohio Education Association, and the West Virginia State Education Association.

Here and there, directors have felt that Institutes were not successful because they were attended only by faculty and students of the institution itself. It was for this group, however, that the Institutes were devised, and true success has attended them in direct ratio to the amount of local interest showed and the time and attention given by the local planning committee in preparation.

Work with the National Congress of Parents and Teachers and with other lay groups—Since 1923, the director of Field Service has worked

constantly with the large and growing organization, the National Congress of Parents and Teachers, to develop interest in and knowledge of our public schools. In 1939, she, with the help of the director of the Research Division, planned and edited the book, *Schools for Democracy,* which is now in its third printing. Last fall, an 11-page study outline was prepared by the Division of Field Service and dispensed in hundreds to every state in the Union.

The plan of work for the Committee on School Education of the National Congress, of which the director of Field Service is chairman, this year contained the ideas of a number of experts. That it motivated excellent work on the part of state chairmen of school education was evidenced by the returns of the yearly questionnaire in May. The questionnaires tell of well-planned correspondence, conferences of many types, bulletins, public relations work, legislative endeavors, and study groups.

The director of Field Service has maintained close and long-time contacts not only with the National Congress of Parents and Teachers but with the General Federation of Women's Clubs, the National Federation of Business and Professional Women's Clubs, the Women's Joint Congressional Committee, Delta Kappa Gamma, Phi Beta Kappa, and the Woman's Democratic Club, in all of which she holds membership.

A notable piece of work with a lay group was that with the Woman's Centennial Congress, a meeting international in scope, designed to:

Look backward at achievements won.
Look outward at discriminations still existing.
Look forward to the emphases imperative for the advancement of mankind.

At this Congress in the fall of 1940, the director of Field Service served on two of the five commissions into which the Congress was divided: Commissions on Education of Women in a Democracy, and World Peace thru World Organization. For the first, she was fortified not only by her experience as an educator but by a considerable amount of research conducted in the Division of Field Service prior to the engagement. For the second, she was fortified by ideas of leading Washington people, contributed at a dinner conference organized by the director, to which 35 prominent women were invited.

The director of Field Service also worked at the Democratic national convention for an education plank in the party platform. A satisfactory one was included.

Liaison work with departments and committees of the Association—The director of the Division of Field Service maintains contacts as liaison staff member with:

The Music Educators National Conference
The Department of Art Education
The Department of Home Economics
The Joint Committee of the N.E.A. and N.C.P.T.
The National Council of Administrative Women in Education
The National Council of Education.

Her work with these departments and committees has included much correspondence and attendance at meetings of all of them during the year.

At the 1940 summer convention, the director served as coordinator for one of the three seminars: "Building Stronger Professional Relations."

Work with the N.E.A. staff committee on discussion groups, conferences, and institutes—Assigned to the chairmanship of this committee in the fall, the director has done much work and expended great effort in the hope that a publication of a different type for the Association would be evolved. Numerous meetings of the committee have not yet yielded sufficient agreement regarding objectives and purposes of the committee to produce tangible results.

Writing of articles—Each year numerous requests are received by the director of Field Service for articles to be printed in both lay and educational magazines. As far as possible, these requests are filled. During the year, articles have been written about leading women educators and world figures, Institutes on Professional Relations, spiritual values of public school education, world organization for peace, and a program of education for business and professional women.

Membership

T. D. Martin

The membership of the Association has continued to increase during the past year. On May 31, 1941, it was 211,191. This was a new all-time high record, and an increase of 7,762 over the corresponding figure for the preceding year.

During the past year 30 states, Alaska, and Hawaii increased their membership. The number of N.E.A. members in each state is shown on pages 20 and 21 of this report. Seventeen states and Alaska won places on the 1941 Victory Honor Roll. Alaska won this distinction by enrolling more than 90 percent of her teachers; Illinois, Indiana, and Ohio by increasing their membership more than 500 each; and the other states and territories by increasing their membership 10 percent or more over their records of May 31, 1940.

The principal responsibility of the Membership Division is the maintenance and promotion of membership. This work is carried on in close cooperation with the president of the Association, the executive secretary, and other representatives of the headquarters staff, as well as with the state directors and other state and local leaders. It involves correspondence, advertising, exhibits, and field work.

A series of letters has been sent during the past year from the Washington headquarters office to city and county superintendents, principals of high schools and elementary schools, presidents of teachers colleges and normal schools, heads of departments of education, and to the presidents and secretaries of local associations.

The purpose of these letters has been threefold: (a) to acquaint strategic leaders with the Association's splendid program of service; (b) to invite

their participation in it and in the recruiting of its membership; (c) and to furnish them with forms and blanks for the enlistment of their associates.

Field work, involving public addresses and conferences with state and local leaders, and exhibits of Association, departmental, committee, and commission publications have also been employed as promotion technics for bringing the work of the Association to the attention of the teachers of the nation.

Experience, however, has shown that while correspondence, field service, and exhibits from the headquarters office are important, enrolment increases depend largely on three factors: (a) inspiring state and local leadership; (b) high professional spirit on the part of teachers and administrators; and (c) a definite enrolment plan. Most of the states on this year's Victory Honor Roll would not be on this distinguished list except for the splendid services rendered by their state directors who have won the enthusiastic cooperation of local leaders and helped them develop effective enlistment campaigns.

The "all-inclusive" enrolment plan continues to grow in favor. It is now being used in one form or another by the District of Columbia, Hawaii, and the following states: Arizona, Connecticut, Illinois, Iowa, Minnesota, Montana, Nevada, New York, Oregon, Pennsylvania, South Carolina, Washington, and West Virginia. Other popular plans, described in the May 1941 issue of the *Journal,* are the "salary deduction" plan and the "contract clause" plan.

1941 VICTORY HONOR ROLL

State	State director	May 31, 1941	Percent of increase
Massachusetts [2]	Everett J. McIntosh	7,632	76 [a]
West Virginia [2]	W. W. Trent	3,148	31 [a]
Georgia	M. D. Collins	2,079	27 [a]
Alabama	L. Frazer Banks	3,528	25 [a]
Delaware	H. V. Holloway	961	24 [a]
Connecticut	Daisy Lord *	1,968	16 [a]
Minnesota	Daisy Brown	3,319	16 [a]
Maine	William B. Jack	1,661	15 [a]
Virginia	Mrs. Edith B. Joynes	3,821	15 [a]
New Hampshire	D. W. MacLean	505	14 [a]
Oklahoma	Kate Frank	1,844	14 [a]
North Carolina	Elmer H. Garinger	2,170	13 [a]
North Dakota [2]	G. W. Hanna	740	11 [a]
South Carolina [5]	A. C. Flora	1,894	10 [a]
Indiana [4]	L. V. Phillips	9,680	8 [b]
Illinois [2]	John W. Thalman	14,344	5 [b]
Ohio	L. W. Reese	18,719	3 [b]
Alaska	Everett R. Erickson	349	3 [c]

* Deceased.

[2] On Victory Honor Roll consecutively for two years.
[4] On Victory Honor Roll consecutively for four years.
[5] On Victory Honor Roll consecutively for five years.

[a] Increased its membership 10% or more.
[b] Increased its membership more than 500.
[c] Enrolled more than 90% of its teachers.

ANNUAL MEMBERSHIP REPORT OF THE NATIONAL EDUCATION ASSOCIATION

May 31, 1941

	Estimated number of teachers employed		Number of N.E.A. members		Percent of teachers enrolled
1. New York	86,651	1. Pennsylvania	20,902	1. Nevada	76
2. Pennsylvania	63,973	2. Ohio	18,719	2. Utah	72
3. Illinois	49,132	3. California	17,610	3. Delaware	56
4. Texas	47,834	4. New York	14,434	4. Arizona	55
5. California	46,590	5. Illinois	14,344	5. Ohio	43
6. Ohio	43,250	6. Indiana	9,680	6. Indiana	41
7. Michigan	33,524	7. Michigan	7,999	7. Colorado	39
8. New Jersey	28,708	8. Massachusetts	7,632	8. California	38
9. Missouri	26,369	9. New Jersey	7,580	9. Oregon	33
10. Massachusetts	26,266	10. Wisconsin	7,131	10. Wisconsin	33
11. North Carolina	25,604	11. Missouri	5,949	11. Washington	33
12. Iowa	24,952	12. Texas	4,406	12. Pennsylvania	33
13. Indiana	23,494	13. Kansas	4,177	13. Illinois	29
14. Georgia	22,773	14. Virginia	3,821	14. Massachusetts	29
15. Tennessee	22,367	15. Iowa	3,762	15. New Jersey	26
16. Minnesota	22,252	16. Washington	3,757	16. Maine	25
17. Wisconsin	21,577	17. Colorado	3,727	17. Wyoming	24
18. Oklahoma	20,980	18. Kentucky	3,606	18. Michigan	24
19. Alabama	20,040	19. Alabama	3,528	19. Missouri	23
20. Kansas	19,022	20. Utah	3,330	20. Kansas	22
21. Kentucky	18,417	21. Minnesota	3,319	21. Virginia	21
22. Virginia	17,843	22. West Virginia	3,148	22. Kentucky	20
23. West Virginia	16,330	23. Oregon	2,599	23. Vermont	19
24. Mississippi	16,049	24. Tennessee	2,222	24. West Virginia	19
25. South Carolina	15,322	25. North Carolina	2,170	25. Connecticut	19
26. Louisiana	14,712	26. Georgia	2,079	26. Alabama	18
27. Nebraska	14,399	27. Arizona	1,971	27. New Hampshire	17
28. Florida	13,666	28. Connecticut	1,968	28. New York	17
29. Arkansas	13,173	29. South Carolina	1,894	29. Maryland	16
30. Washington	11,478	30. Louisiana	1,856	30. Idaho	16
31. Connecticut	10,556	31. Oklahoma	1,844	31. Iowa	15
32. Colorado	9,513	32. Maine	1,661	32. Minnesota	15
33. Maryland	9,057	33. Nebraska	1,586	33. New Mexico	14
34. South Dakota	7,979	34. Maryland	1,475	34. Louisiana	13
35. Oregon	7,821	35. Florida	1,339	35. South Carolina	12
36. North Dakota	7,361	36. Mississippi	1,159	36. Nebraska	11
37. Maine	6,605	37. Delaware	961	37. North Dakota	10
38. Montana	5,445	38. Arkansas	857	38. Tennessee	10
39. Utah	4,648	39. North Dakota	740	39. Florida	10
40. Idaho	4,513	40. Idaho	721	40. Rhode Island	9
41. New Mexico	4,436	41. Nevada	711	41. Texas	9
42. Rhode Island	4,272	42. South Dakota	661	42. Montana	9
43. Arizona	3,600	43. Wyoming	660	43. Georgia	9
44. New Hampshire	2,995	44. New Mexico	630	44. Oklahoma	9
45. Vermont	2,804	45. Vermont	544	45. North Carolina	8
46. Wyoming	2,720	46. New Hampshire	505	46. South Dakota	8
47. Delaware	1,705	47. Montana	499	47. Mississippi	7
48. Nevada	931	48. Rhode Island	399	48. Arkansas	7
Alaska	321		349		109
Dist. of Col.	3,356		1,734		52
Hawaii	3,395		2,500		74
Puerto Rico	6,478		151		2
Other Poss.	.....		88		...
Foreign	.....		97		...
Totals	937,258		211,191		23

ANNUAL MEMBERSHIP REPORT OF THE NATIONAL EDUCATION ASSOCIATION, MAY 31, 1937-41

State	1937	1938	1939	1940	1941
Alabama	1,571*	2,113*	2,581*	2,816	3,528*
Arizona	1,839	1,934	1,790	1,956	1,971
Arkansas	358*	575*	681*	804*	857
California	16,218	17,099	17,762	18,160	17,610
Colorado	3,672	3,715	3,801	3,796	3,727
Connecticut	1,295	1,662*	1,749	1,692	1,968*
Delaware	777*	776	786	775	961*
Florida	1,285*	1,574	1,541	1,445	1,339
Georgia	1,520*	1,603	2,066*	1,633	2,079*
Idaho	836*	689	789*	789	721
Illinois	11,523*	11,459	12,147	13,706*	14,344*
Indiana	6,032	6,611*	7,570*	8,970*	9,680*
Iowa	3,172	3,295	3,328	3,789*	3,762
Kansas	3,221	3,550*	3,634	3,884	4,177
Kentucky	2,474*	2,679	3,237*	3,572*	3,606
Louisiana	3,907*	1,938	3,114*	2,788	1,856
Maine	1,183	1,446*	1,436	1,440	1,661*
Maryland	1,071*	1,320*	1,317	1,486*	1,475
Massachusetts	3,834	3,753	3,920	4,334*	7,632*
Michigan	11,273*	8,455	7,665	8,017	7,999
Minnesota	2,976	2,810	2,707	2,855	3,319*
Mississippi	866*	946	1,050*	1,082	1,159
Missouri	5,712	5,826	5,660	6,256*	5,949
Montana	598*	509	566*	567	499
Nebraska	2,012	1,947	1,883	1,750	1,586
Nevada	652	723*	698	771*	711
New Hampshire	420*	443	474	443	505*
New Jersey	6,464	7,690*	7,794	7,510	7,580
New Mexico	592	560	577	710*	630
New York	11,435	23,616*	22,854	14,816	14,434
North Carolina	758*	1,292*	1,869*	1,918	2,170*
North Dakota	642	621	570	668*	740*
Ohio	16,722	17,237	17,734	18,207	18,719*
Oklahoma	1,503	1,379	1,531*	1,624	1,844*
Oregon	3,406*	2,176	2,380	2,507	2,599
Pennsylvania	19,998	21,097	20,979	20,638	20,902
Rhode Island	206	233*	218	445*	399
South Carolina	646*	1,108*	1,461*	1,719*	1,894*
South Dakota	720	740	727	704	661
Tennessee	1,665	1,782	2,108*	2,154	2,222
Texas	3,060	3,242	3,739*	4,083	4,406
Utah	2,604*	2,683	2,744	3,270*	3,330
Vermont	607*	760*	643	554	544
Virginia	2,336	2,710*	3,051*	3,333	3,821*
Washington	4,292*	4,076	3,871	3,610	3,757
West Virginia	1,724	1,665	1,424	2,407*	3,148*
Wisconsin	6,433	6,303	6,112	7,518*	7,131
Wyoming	620	630	667	659	660
Alaska	263*	296*	334*	339	349*
District of Columbia	1,383	1,370	1,540*	1,739*	1,734
Hawaii	2,546	2,594	2,483	2,348	2,500
Puerto Rico	44	57	64*	164*	151
Other Possessions	120	101	92	84	88
Foreign	142	137	164	125	97
Totals	181,228	195,605	201,682	203,429	211,191

* On Victory Honor Roll.

REPORT OF PROGRESS BY STATES, 1940-41

States	Increase N. E. A. members	Increase life members	Increase affiliated locals	Increase FTA chapters	Col. inches of N.E.A. material in state journals
Alabama	712	Loss	0	0	135
Arizona	15	11	0	0	316
Arkansas	53	Loss	1	0	351
California	Loss	Loss	2	3	432
Colorado	Loss	0	0	0	241
Connecticut	276	4	0	Loss	560
Delaware	186	0	1	0	143
Florida	Loss	Loss	2	0	225
Georgia	446	Loss	3	0	282
Idaho	Loss	1	0	2	182
Illinois	638	1	3	1	133
Indiana	710	4	2	2	824
Iowa	Loss	Loss	1	0	419
Kansas	293	Loss	1	2	318
Kentucky	34	1	0	Loss	362
Louisiana	Loss	4	Loss	Loss	131
Maine	221	Loss	0	Loss	265
Maryland	Loss	2	0	0	*
Massachusetts	3,298	4	20	0	255
Michigan	Loss	Loss	4	Loss	413
Minnesota	464	1	2	0	327
Mississippi	77	Loss	0	0	123
Missouri	Loss	4	1	1	312
Montana	Loss	1	1	0	355
Nebraska	Loss	Loss	0	Loss	267
Nevada	Loss	0	0	0	*
New Hampshire	62	1	0	0	249
New Jersey	70	Loss	12	1	133
New Mexico	Loss	1	1	Loss	274
New York	Loss	Loss	2	1	700
North Carolina	252	2	3	2	213
North Dakota	72	2	0	0	404
Ohio	512	Loss	7	1	441
Oklahoma	220	1	Loss	0	303
Oregon	92	Loss	Loss	0	126
Pennsylvania	264	Loss	10	1	244
Rhode Island	Loss	1	Loss	0	...
South Carolina	175	Loss	0	2	86
South Dakota	Loss	1	5	0	493
Tennessee	68	Loss	7	4	159
Texas	323	Loss	1	1	465
Utah	60	Loss	0	1	487
Vermont	Loss	5	2	0	121
Virginia	488	Loss	Loss	0	410
Washington	147	9	1	0	172
West Virginia	741	Loss	9	2	352
Wisconsin	Loss	Loss	1	0	341
Wyoming	1	0	0	0	259
Alaska	10	0	0	0	*
District of Columbia	Loss	0	0	1	84
Hawaii	152	Loss	Loss	0	*
Puerto Rico	Loss	1	3	1	*
Other Possessions	4	Loss	0	0	...

* Has no State Teachers Association Journal.

The "all-inclusive" membership card, inaugurated two years ago, continues to be popular. It symbolizes the unity of the profession, certifying that the owner is a member of the local, state, and national associations. Forty-one states and the District of Columbia have already authorized its use and the officers of the following states are studying its advisability: California, Florida, Mississippi, New Hampshire, New Jersey, Tennessee, and Vermont.

One hundred and forty-six new Life Members have been enrolled. Nineteen of these were presented as testimonials and the remaining 127 were taken out by representatives of the profession who desired to establish a lifelong relationship to the Association and to make a contribution to the Permanent Fund which will continue permanently to serve the cause of education.

The need for a larger national professional association is obvious to all who are acquainted with the serious problems which confront education in our nation and in the world. It is hoped that this situation will be presented effectively to all the teachers of the nation, during the coming year, by state and local leaders. Since every teacher benefits from the work of the Association it is not unreasonable to suggest that every teacher ought to be a member of the Association.

The goal of an annual increase of 10 percent or more in each state is a reasonable objective for most of the states. Experience has shown, however, that the standards established a year ago for a place on the Victory Honor Roll have proved somewhat more reasonable and effective. It is recommended, therefore, that next year states may again qualify for a place on the 1942 Victory Honor Roll in any one of the following ways: (a) by enrolling 90 percent or more of their teachers; (b) by increasing their membership 500 or more over the preceding year; or (c) by increasing their membership 10 percent or more over the preceding year.

Publications

Joy Elmer Morgan

Building the Association thru the Journal

The *Journal* as a major factor in the building of N.E.A. membership and support is reported by many workers thruout the country.

Of a total of 292 text pages during 1940-41, 127 pages or 45 percent were devoted to the work of the National Education Association and its departments, committees, and commissions. In addition, about 65 percent of a total of 95 columns in the "Notes and Announcements" section of the *Journal* was given to N.E.A. activities.

	Pages
Membership, enrolment plans	11
Conventions	42
Departments, committees, commissions	25
One Hundred Percent enrolments	17
Teacher welfare, including federal aid, research	16
American Education Week	6
Radio and publications	10

Serving Journal Readers

The *Journal* goes to over 200,000 members of the teaching profession, representing every area of the school system. To serve this group the *Journal* during 1940-41 presented a wide variety of material:

	Pages
N.E.A. and its work	127
Teacher growth in service	55
Elementary school	18
Rural school	12
High school	16
Teacher education	10
Pedagogy thru pictures	9
Book lists	10
Democracy and current social problems	35

The monthly Service pages for elementary school, rural school, high school, and future teachers continue to appeal to readers.

In addition to the members of the teaching profession, the *Journal* numbers among its readers parents, civic leaders, and other friends of the schools.

The Journal and the War Crisis

Thru the pages of the *Journal* during the past year of crisis the teachers of the nation have voiced their determination to conserve the gains schools have made and to move forward in their improvement. During 1940-41, the *Journal* presented the following articles dealing with various aspects of the present crisis in the nation's life:

September 1940

Education and the Defense of American Democracy —Educational Policies Commission
Critical Problems Facing Our Nation—Clarence A. Dykstra
The American Canon—Daniel L. Marsh

October 1940

A Creed of Democracy—Teachers College, Columbia University
The Hallmarks of Democratic Education—Educational Policies Commission
Balance Sheet of Europe's War—Vera Micheles Dean
War and the Teacher—H. G. Stead
Men Behind the Men Behind the Guns—Hilmar R. Baukhage

November 1940

The Schools and the War—Donald DuShane
This Is Not Treason—William G. Carr
Education and Human Relations—Everett R. Clinchy

December 1940

Heirs of Democracy—W. W. Charters
The Universities and the War Crisis—Harry Woodburn Chase
Education, the Basis of Pan Americanism—Paul J. Scheips

January 1941

The Task of Education in Our Democracy—Donald DuShane

February 1941

A Broader Base for the Teaching of Tolerance—Hymen Alpern

April 1941

Peace and Power Politics—Isaiah Bowman
Education in the Economy of Defense—John K. Norton
We Intend To Continue—Alexander J. Stoddard

The Journal and Personal Growth Leaflets

An increasing amount of *Journal* material is being made available to readers thru the Personal Growth Leaflets which are an important public relations activity in that they carry the Association message far beyond the membership itself.

To meet the increasing demand and the need for a larger stock to serve that demand, 1,205,000 Personal Growth Leaflets were produced during 1940-41. There are now 122 titles in the series. Over 21 million copies have been printed to date, including publication in the *Journal*. Many thousand copies are given to N.E.A. committees and departments for free distribution in carrying on the work of the Association.

The following Leaflets were best sellers during 1940-41:

(62) The Code of the Good American
(7) Your Personality in the Making
(22) Golden Treasury from the Bible
(1) Your Life in the Making
(103) Shall I Become a Smoker?
(4) Your Home in the Making
(149) Education and Human Relations
(6) Your Citizenship in the Making
(2) Your Mind in the Making
(23) Golden Treasury on Art of Living
(21) Golden Treasury of Beauty and Wisdom
(3) Your Health in the Making

Future Teachers and the Journal

Purpose—Future Teachers of America sponsored by the *Journal* is now three years old in high schools and two years old in colleges and universities. Its field of development is the million or more young people in high school and college who are considering education as a career. The cultivation of this field is one of the most important opportunities of local, state, and national education associations.

Progress to date—On May 1, 1941, there were 82 active FTA chapters in colleges and universities in 35 states with a membership of more than 2000 young men and women.

First Yearbook, 1941—To celebrate the progress made in the development of FTA during the past three years, the First Yearbook of Future Teachers of America was published this spring. The yearbook recorded the name of every student who has been or is a member of a Future Teachers chapter. This record will have great historic significance, for the FTA movement is destined to become one of the most important in the development of American education. The yearbook also included the N.E.A. Code of Ethics, history of the N.E.A., and other valuable professional materials.

The co-inclusive FTA plan—This plan, begun in the fall of 1940, marks a big step forward. Under this plan, members of college FTA chapters are junior members of both state and national associations. More than half our

FTA members are now on the co-inclusive basis. The FTA movement has made greater progress in those states where students are required to belong to both state and national associations than in states where they belong only to one.

The Journal and Citizenship Recognition Day

From a public relations point of view, Citizenship Recognition Day ranks along with American Education Week as one of the most important activities of the Association. At the request of the N.E.A. Committee on Induction into Citizenship, Congress last year set aside the third Sunday in May for annual observance of Citizenship Day. Influential cooperating groups have joined forces with the movement. A nationwide radio broadcast was made on May 18, 1941.

As the movement grows there is increasing demand for inexpensive material to meet the needs of local communities. The *Journal* staff is now promoting the observance along three lines:

Thru the *Journal* itself, which since December 1937 has been urging nationwide observance of Citizenship Day. During 1940-41 articles in the January and February issues of the *Journal* and in the "Notes and Announcements" section were devoted to the movement.

Thru the Personal Growth Leaflets, including No. 70 on *Organizing New Voter Programs* and No. 100 on *New Voter Preparation and Recognition.*

Thru *The American Citizens Handbook,* published for the Committee by the *Journal* staff under the Hugh Birch-Horace Mann Fund. The Handbook makes available information which every young person needs, to be effective as a sovereign voter and citizen. Published in March 1941, the first printing of 5000 copies was sold within a few weeks and a second printing of 5000 is now going rapidly.

The Journal Evaluation Service

For over a dozen years the *Journal* has relied upon the suggestions of readers as one of the best means of improving content. During 1940-41, checklists were sent to 6725 teachers, principals, superintendents, and other workers, representing a cross section of professional opinion. In addition, a special group of a hundred readers have volunteered to take part in evaluating the *Journal* each month.

The following articles were ranked first by *Journal* readers during 1940-41:

May 1940—Beginning and Eternal Ending—Jesse Stuart
Sept. 1940—Education and the Defense of American Democracy —Educational Policies Commission
Oct. 1940—The Hallmarks of Democratic Education —Educational Policies Commission
Nov. 1940—Education and Human Relations—Everett R. Clinchy
Dec. 1940—The Hope of Tomorrow—Editorial
Jan. 1941—Duties To Match Our Privileges—W. Seward Salisbury
Feb. 1941—Everyday Problems of a Beginning Teacher—Unsigned
Mar. 1941—The Outlook for America—Editorial
Apr. 1941—The Citizens of Tomorrow—Ralph W. Sockman

Journal Plans for 1941-42

During 1941-42 the *Journal* will present material:

To support the Association program of membership enlistment
To publicize and report Association conventions
To advance the work of N.E.A. committees, commissions, and departments
To interpret and emphasize N.E.A. Platform and Resolutions
To promote such projects as

Federal aid for education	Future Teachers of America
American Education Week	Vitalized commencements
Citizenship Recognition Day	Professional Institutes

To emphasize professional, civic, and social leadership
To give thru Service pages as much concrete help as possible to teachers in their daily work
To keep the *Journal* attractive in form and appearance.

Plans are being perfected for two timely series of articles including: "Learning the Ways of Democracy" and "Great American Women Educators." Special consideration will also be given the problems of teacher welfare, national defense, and Pan American relationships.

American Education Week

"Education for a Strong America" was selected as the general theme for American Education Week 1941 at a meeting on November 18, 1940, of representatives of the four national sponsors—the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

Scope and significance—American Education Week continues to grow, as judged by the distribution and sale of materials. Following are some of the statistical highlights of the 1940 observance:

Promotion communications sent out		189,813
Communications answered by personal letters		900
Communications answered by form letters		2,101
Total number of orders		8,810
Number of cash orders	6,282	
Number of billed orders	2,528	

Material sold in 1940—The amount of material distributed is an index of the vitality of the movement. Over 15,000 packets were sold:

Kindergarten-primary	2,355
Elementary school	5,331
Junior high school	5,157
High school	3,080

In addition to classroom supplies included in packets, the following items were sold separately in the quantities indicated:

Poster	27,490
Leaflet (4 p)	1,310,900
Sticker	372,000
Handbook	2,948
Cartoon booklet (32 p)	6,074
Sunday folder	2,396
Copies of plays	5,613

Association Publishing

The publishing program of the National Education Association continues to expand. No other agency in the world issues as much material on the problems of the teaching profession.

The Editorial Service Unit of the Division of Publications gives service of technical editing and management thru the press of most of the major publications of the Association and some of the Departments.

Listed below is a summarized statement of the scope of all major Association publishing handled at N.E.A. headquarters during 1940-41, exclusive of promotion materials and incidental items.

Publications	*Total number of pages*
General	
N. E. A. Journal	115,592,000
Proceedings	9,225,600
Research Bulletins	4,818,000
Departmental	
Yearbooks, Bulletins, Official Reports, etc.	49,006,800
Committee Reports	
Educational Policies Commission Reports	10,550,850
Report of N. E. A. Committees	941,000
Joint Committee on Health Education	1,840,000
Special Publications	
American Citizens Handbook	3,680,000
AEW Publications	12,803,350
Personal Growth Leaflets	19,280,000
Commencement Manual	316,800
Convention Programs, Manuals, Reports	1,754,000
Safety Education Projects	1,342,000
TOTAL	231,150,400

Public Relations

Belmont Farley

The director, who has been in charge of newspaper and radio publicity for the Association since 1929, was appointed director of Public Relations and assistant secretary of the Educational Policies Commission at the Milwaukee convention. His duties also include the direction of educational radio programs sponsored by the Association, as well as those broadcast primarily for publicity purposes.

Emphasis—Among the subjects most emphasized in the public relations program of the year were: education and national defense, school practices in the teaching of good citizenship, loyalty of teachers and textbooks, the effect of teaching load on teacher welfare, attitude of the American people toward their schools, education for family life, points of progress in rural education, and American Education Week.

Procedure—The work of the office may be illustrated by the publicizing of *Learning the Ways of Democracy,* issued by the Educational Policies Commission. News stories were sent to 557 daily newspapers and 1151

weekly newspapers; special stories were written for nine press associations and local papers; 53 stories emphasizing the local angle were furnished newspapers in communities where the survey was made. *Learning the Ways of Democracy* was featured in the news magazines, including *Life,* which in January devoted its "photographic essay" of eleven pages to the subject.

Contacts—The office maintains frequent contact with lay organizations. Emphasis in 1940-41 has been upon relations with patriotic and other groups sensitive to the influence of the schools upon national morale in the present crisis. The office worked actively with the American Legion in the observance of American Education Week, and the celebration of Citizenship Recognition Day, and is responsible for staff service to the Joint Committee of the N.E.A. and the American Legion.

Newsletters—The following newsletters were circulated during the year: *Capital Comment,* to journals of state education associations; *News and Views,* to publications of local educational organizations; *Farm and Village Schools,* to leaders in rural education; and the *National Defense News Letter,* to educators and others who are engaged in coordinating school and community resources in the interest of national defense. *The Spike* was created to call attention to erroneous statements made in criticism of education.

Educational Policies Commission—The office of Public Relations undertook to promote the state and community activities suggested by the Educational Policies Commission in *Education and the Defense of American Democracy.* Leaflets were prepared outlining five school-community projects, and three leaflets issued by other agencies for similar purposes were duplicated and distributed. Pursuant to suggestions made to governors, state superintendents of schools, and secretaries of state education associations that state councils on education and defense be set up, responses were received from nineteen states that such agencies had been created. Local and state councils were kept informed of outstanding defense activities in a newsletter, *Schools and National Defense,* circulated to 961 subscribers.

Conventions—Convention press services were maintained for the National Education Association at Milwaukee, June 30-July 4, 1940; for the American Association of School Administrators, Atlantic City, New Jersey, February 22-27, 1941; and for the American Association for Health, Physical Education, and Recreation, April 30-May 3, 1941. The press service is operated by the director of Public Relations with the help of one stenographer-typist from N.E.A. headquarters, and a clerical staff furnished by the local convention bureau, consisting of from three to twelve workers depending upon the size of the convention. Convention addresses and activities are reported by wire, mail, telephone, and thru the services of newspaper staff correspondents.

School of the Air—The office is responsible for N.E.A. cooperation with the Columbia Broadcasting System in the presentation of the "School of the Air of the Americas." Teacher's manuals, outlining in advance all programs of the "School of the Air" with appropriate reference books and

visual aids, were distributed by C.B.S. free to teachers of the United States, Canada, and the Latin American countries as follows: in English 250,000 copies; in Spanish 49,000 copies; in Portuguese 6,000 copies. It is estimated that the "School of the Air" reaches 8,000,000 pupils in more than 200,000 classrooms in the United States. Twelve state departments of education have officially recognized the "School of the Air," and the state department in Missouri issued in 1940 a special bulletin to aid teachers in integrating the programs of the "School of the Air" with the Missouri state course of study.

The "School of the Air" will be extended during 1941-42 to the South American network of the C.B.S., which covers eighteen Latin American countries with about sixty-four radio stations. It will continue during 1941-42 to be broadcast by the Canadian Broadcasting Corporation, which hooks up with the C.B.S. network for that purpose. Program scripts, written for 1941-42 by Spanish translators carefully chosen from Castilian and South American backgrounds to harmonize differences in South and Central American provincialisms, will be broadcast directly from New York to the South and Central American nations by actors native to or previously of residence in those countries.

The following special projects of the "School of the Air" in 1940-41 are noteworthy:

Meeting of the First International Conference of the School of the Air of the Americas, held in Atlantic City, New Jersey, February 28, and in New York City, March 1.

Organization of the Pan American Council of the School of the Air of the Americas, in which 12 Latin American embassies and legations, the U. S. Department of State, the Pan American Union, the U. S. Office of Education, and the N.E.A. are represented. The executive branch of the federal government is represented on the Committee by Vicepresident Henry A. Wallace.

Writing of juvenile literature will be stimulated in South and Central American countries thru a system of awards to authors resident in those countries. The writers who produce, in the judgment of the ministries of education in their respective nations, the best literature for children and youth will receive a cash prize from the C.B.S. and a certificate of award from the N.E.A.

Evaluation of the broadcasts as supplementary aids to teaching. This project was undertaken by the office of Public Relations jointly with the Department of Classroom Teachers of the N.E.A.

Radio publicity—Twenty-one radio network and four local radio programs were broadcast during the year in connection with conventions and special events for the purpose of interpreting the aims, activities, and achievements of education. Subjects varied from "the teaching of reading" to "schools and the war."

Radio demonstrations—The director of Public Relations assisted in the demonstration of the "School of the Air of the Americas" at the annual convention of the Texas State Teachers Association, Fort Worth, Texas; at the annual convention of the N.E.A. in Milwaukee; at the annual meeting of the American Association of School Administrators, Atlantic City; and at other educational conferences.

Research

Frank W. Hubbard

The Research Division supplies to the Association, its officers, committees, and departments a general research service consisting of informational, editorial, administrative, and consultative phases. In addition, the Division plans and executes a number of projects which originate in connection with its own program.

Research Bulletins

During the school year 1940-41 the Research Division prepared five bulletins on the following topics:

September (1940), "Progress in Rural Education"—a review of trends with special reference to the effects of the depression.

November (1940), "What People Think about Youth and Education"—a summary of a nationwide poll of public opinion on vital educational questions.

January (1941), "Status of Teacher Retirement"—a survey of the administrative and financial status of local and state teacher retirement systems with a supplementary analysis of the possible effect of extensions to teachers of the federal social security law.

March (1941), "Salaries of City School Employees, 1940-41"—a report of salaries paid to 411,826 employees working in 1949 city school systems.

May (1941), "School Costs and State Expenditures, 1930-1939"—an analysis of state governmental expenditures during the recent unsettled decade.

About 20,000 copies of each of the foregoing publications have been distributed to Life Members, Five-Dollar Members, *Research Bulletin* subscribers, and the members of various departments.

Progress is being made on bulletins of procedures for dealing with the superior child, remedial reading instruction in high schools, supervision in city school systems, and teacher personnel practices.

Letters of Inquiry

Each year the Division answers more than 5000 letters of inquiry. All requests receive thoughtful attention, and materials are mailed as promptly as possible. To carry on this work requires the preparation of numerous memorandums and bibliographies, and cooperation with the Educational Research Service.

Committee Reports

Usually the Research Division is asked to assist with the technical aspects of the work of committees of the Association and its departments. There is a steadily increasing demand for the preparation of questionnaires, for analyses of legislation, for general compilations of data, and for similar types of technical aid. Among the Division's activities in 1940-41 have been the following:

Committee on Academic Freedom—Provided consultative and editorial assistance in the revision of the statement of principles. Helped circulate articles on academic freedom.

Committee on Tenure—Compiled a review of court decisions; analyzed statutes and court cases governing teachers' rights to appeal; studied possibilities of redress for defamatory charges against teachers, and present practices with respect to compulsory health examinations of teachers.

Committee on Equal Opportunity—Prepared study guides on various professional problems and advised with year's report. Helped prepare articles on equal opportunity problems.

Committee on Supply, Preparation, and Certification of Teachers—Drafted a handbook of suggestions and methods for making state surveys of teacher supply and demand.

Committee on International Relations—Compiled several issues of the newsletter, *Among Us,* and distributed copies to 800 interested teachers.

Committee on Tax Education—Issued a number of mimeographed releases on tax limitation campaigns and federal tax plans which may affect school revenues.

National Council on Teacher Retirement—Obtained data on the avocational activities of 1000 retired teachers and issued a report of the findings.

Joint Committee of the N.E.A. and A.L.A.—Prepared a casebook and principles on the cooperative relationship between schools and public libraries.

National Council for the Social Studies, Committee on Academic Freedom—Assistance given in the preparation of materials dealing with attacks on textbooks.

American Association of School Administrators, Convention Summarization Committee—Provided staff to compile and edit the convention summary.

Most of the foregoing research activities culminated in reports which may be obtained at the Convention Registration Desk or direct from the Washington office.

Yearbooks

Fifteen years ago the Research Division first participated in the preparation of a departmental yearbook. With the end of the school year 1940-41, the Division will have given assistance in the completion of 35 yearbooks. The volumes published in 1940-41 include the following:

1. *Meeting Special Needs of the Individual Child* (Department of Elementary School Principals). 512 p.
2. *Education for Family Life* (American Association of School Administrators). 368 p.

Yearbooks now in preparation deal with the subjects: language arts; in-service training of school personnel; health education; and occupational adjustment of youth.

Cooperative Projects

Jointly with the American Association of School Administrators the Research Division maintains a subscription service—the Educational Research Service. Nearly 450 school systems, colleges and universities, and libraries avail themselves of publications and other informational aids. During the year, the Research Division has supervised the preparation of ten circulars dealing with topics such as staffs and salaries of state departments of education, 1939-40; military leaves of absence for teachers; personnel responsible for supervision of instruction; and salary schedule provisions in cities 30,000 to 100,000 and in cities over 100,000 in population. The facilities of the Division are also drawn upon in answering letters received from subscribers.

With the aid of funds supplied by the Highway Education Board the Division has organized several projects in the field of safety education. Over 105,000 copies of nine safety bulletins have been distributed since November 1938. One of the newest publications, *Dramatizations in Safety Education: An Annotated Bibliography,* lists 447 plays, pageants, and transcriptions. Special 4-page folders for secondary teachers have been issued to show the applications of safety in home economics, art, shop, English, science, mathematics, civics, sociology, and physical education.

Miscellaneous

Thru its state school legislative service the Research Division supplies materials to local, state, and national leaders interested in school legislation. In addition to a number of printed bulletins, dozens of mimeographed releases were sent out on the following topics: federal social security proposals; Hatch Act; state school finance legislation, 1939; high points of state school legislation, 1940; lists of federal bills affecting education; and a summary of state minimum-salary laws.

Of interest to classroom teachers are the special mimeographed bulletins: (a) federal income tax deductions for professional expenditures; (b) annotated list of films for the teaching of democracy; (c) the school teacher's day in court; and (d) a list of nearly five hundred references on Latin America ("Latin American Backgrounds"). For administrators, as well as for teachers committees, the following bulletins were prepared: (a) state comparisons of school support; (b) special salary tabulation, 1940-41; and (c) new problems in the financing of Negro education brought about by recent court decisions.

Each year the Division compiles a number of memorandums for officers of the Association, members of the staff, and local leaders. Often these data are used to offset the tactics of groups that have sought to cripple school systems. Assistance has been given to a number of local salary committees. The Division has contributed numerous tables and other aids to the efforts to obtain federal funds for education. Members of the Division have served on staff committees and helped with regional and national convention programs.

Rural Service

Howard A. Dawson

Three principal activities are carried on thru the Division of Rural Service: (a) to maintain professional contact for the National Education Association with workers in rural education and related fields, to promote and interpret rural education, to act as a clearinghouse on information for rural education, and to stimulate research in rural education; (b) to act as the headquarters representative of the Department of Rural Education, the director acting as executive secretary of the Department; (c) to carry on the work of the Legislative Commission in connection with the legislation for federal aid for education, the director acting as secretary of the Commission. In several respects the activities in these three fields are closely

related and overlapping. In general, it is the policy of the Division of Rural Service to carry on as much of the work as possible of the National Education Association having to do with rural education thru the Department of Rural Education. For this reason it is sometimes difficult to make a clear allocation of the work between the Division of Rural Service and the Department of Rural Education.

The work of the Division in connection with the Legislative Commission will be found in the report of the Commission and for that reason is not included here.

The principal work and activities of the director during 1940-41 are as follows:

Department of Rural Education—Assistance has been given the president in organizing and arranging the programs for the July and February meetings of the Department. The programs this year have consisted largely of demonstrations, exhibits, and discussions rather than of formal addresses. Altho it is considerably more difficult to arrange programs of this type it seems quite certain that such programs have been much more profitable than the more formal programs of the past. The annual membership campaign of the Department has been conducted by the director with encouraging results, the membership having increased from less than 200 to more than 400. The yearbook of the Department, *Child Development and Tool Subjects in Rural Areas,* has been prepared for printing and disseminated. The Division of County Superintendents has become an active organization and is rapidly increasing in membership. A Division of Pupil Transportation has been set up in the Department, being composed of persons who are employed in the administration of pupil transportation.

Consultations—Consultations and conferences on rural education and state and federal financing of education have been held in Florida, Kansas, Kentucky, North Carolina, Georgia, New Mexico, New York, Tennessee, Illinois, and Washington, D. C. The director acted as a consultant to the Southern States Work Conference in school administration dealing with the subject "Continuity of Service for Teachers." A report of this work has been printed as a bulletin of the Florida State Department of Education and has been given wide distribution. Fifteen states were represented at this workshop. The director has worked as consultant to the Harlan County, Kentucky, Planning Council in setting up a countywide program for the guidance and training of rural youth. The state and federal officials of the Employment Service of the NYA, Public Health Service, the public schools, and local civic organizations have cooperated in this work. A program is now under way which bids fair to begin the solution of the educational and employment problems of the 15,000 young people of that county between the ages of sixteen and twenty-four who are not in school and who are not employed and whose average education does not exceed the sixth grade. The director also acted as consultant to a rural workshop conducted at the University of North Carolina for six weeks during the summer of 1940. A similar program will be undertaken during the summer of 1941. The

director acted as consultant to the New Mexico Educational Policies Commission in the matter of revising the method of state apportioning for public schools to the local school jurisdiction. A recent report on action of the New Mexico legislature indicates that a substantial part of the program worked out with the Educational Policies Commission has been enacted into law. Substantial progress has been made in equalizing educational opportunities in New Mexico. The entire system of financing school transportation has been revamped and the law providing for the consolidation of schools has been entirely rewritten on a reasonably sound basis. In all, the director has served as a consultant in at least 22 conferences during the year.

Institute on Guidance of Rural Youth—The director cooperated with the Alliance for Guidance of Rural Youth and the American Youth Commission in organizing a two-day institute on the Guidance of Rural Youth held at the headquarters building of the National Education Association, February 27 and 28, 1941. As a result of this conference a bulletin entitled *Guidance for Rural Youth* has been written and disseminated under the joint auspices of the three sponsoring organizations.

Conferences on Rural Life and Education—The second Midwest Conference on Rural Life and Education was held March 27, 28, and 29, 1941, at the University of Illinois. This conference was participated in by teachers and rural educational leaders from Iowa, Illinois, Kansas, Missouri, Nebraska, Minnesota, Wisconsin, and Michigan. Over 4000 persons were in attendance. It is planned to conduct a third of these conferences in 1942 for this region at State Teachers College, Cedar Falls, Iowa. The first Midsouth Conference on Rural Life and Education was held in Nashville, Tennessee, May 22, 23, and 24, 1941, with representatives from Alabama, Arkansas, Kentucky, Georgia, Mississippi, and Tennessee. More than a thousand rural teachers and other leaders in rural life were in attendance. Requests have been made for the organization of at least three similar conferences: from the northwestern region of the United States, from New York and New England, and from Ohio and Michigan.

Magazine articles—The director has written and has had published during the year eight magazine articles on various phases of rural education or on federal aid for education.

Addresses—The director has delivered sixty public addresses in sixteen states—Georgia, Illinois, Kansas, Maine, Massachusetts, Michigan, Missouri, Nebraska, New Mexico, North Carolina, Oklahoma, South Dakota, Tennessee, Virginia, West Virginia, and Wisconsin.

Proposed journal—The director has cooperated with the Committee on Rural Education, set up by the American Country Life Association and financed by the Farm Foundation, and with a group of about thirty leading rural educators in projecting plans for the publication of a journal designed to meet the needs of rural teachers. The Executive Committee of the National Education Association authorized the executive secretary to make application to four educational foundations for a grant of funds that would

underwrite for a period of five years the cost of publishing the proposed journal. A prospectus of the journal has been written and the application for funds submitted to the four foundations. At the time of writing this report, grants have been made by two of the foundations. It is hoped that sufficient grants may be received to proceed with the publication of the journal during the ensuing year.

Advances in rural education—The nationwide interest in improving public education in rural areas is growing from year to year. The activities in rural education are advancing on all fronts: the improvement of instruction, the better training of teachers, improving continuity of service for teachers, better salary scales, improved equalization thru state functions, and a slow but steady improvement in the administrative organization for rural education.

Secretary's Office

Harriett M. Chase

Did you ever visit a large power plant where the central unit operates dynamos, which send out useful electricity hundreds of miles from the source? Such is the picture of the headquarters of the N.E.A. The Office of the Secretary is the central unit. The ten divisions are the dynamos serving the entire profession. Closely linked with the divisions are the nine departments housed with us. There are connecting lines to the eighteen other departments and the thirty committees and commissions.

The main duty of the Secretary's Office is to direct the functions outlined by policy-making bodies of the Association—namely, the Representative Assembly, Board of Directors, Executive Committee, and Board of Trustees.

The executive secretary spends much time in conferences with staff members and outside agencies. This constitutes one of the most important services of the Office. The executive secretary is a member of the American Youth Commission, Educational Policies Commission, Joint Committee on Education and Resources, National Committee on Coordination in Secondary Education, Federal Radio Education Commission, and the WPA Advisory Committee on Education. He is co-chairman of the National Committee on Education and Defense and a member of the Subcommittee on Latin American Activities of the National Committee on Education and Defense. He is also a member of the Board of Trustees of Teaching Film Custodians, Inc., and the Society for the Advancement of Education.

All mail for the building is opened, stamped, and distributed in the Secretary's Office, and much of it is answered here. In addition to this general correspondence, much of the work for the officers of the Association, particularly the president, is done here. Correspondence with committee chairmen and members and with department officers not housed at headquarters is heavy.

The responsibility for selecting temporary personnel for headquarters is a most important part of the work of the Secretary's Office and is a duty which has become increasingly difficult with additional calls from the

government due to increased work in all departments. Our standards are high, for efficient help is important.

It is to the Secretary's Office that requests come from groups desiring departmental status. At the Milwaukee convention favorable action was taken by the Representative Assembly for admitting the Music Educators National Conference as our Department of Music. This department is now known as the Music Educators National Conference, a department of the N.E.A. At Boston the American Industrial Arts Association will make formal application to become a department of the N.E.A. In accordance with the N.E.A. Bylaws action cannot be taken until a year hence.

Work in connection with the annual convention begins early in the year and becomes intensive during April, May, and June. This consists of correspondence in preparation for the Official Program, writing officers of departments and allied organizations regarding their programs and, finally, organizing the entire Program.

As this report goes to the printer the Official Manual for Delegates will be off the press. This is another responsibility of the Secretary's Office.

As staff representative for the Committee on Bylaws and Rules and the Committee on Necrology, the director has kept in close touch with the chairmen thruout the year and has given special assistance when needed.

Teacher Welfare

Willard E. Givens

Under the direction of the executive secretary, the Division of Teacher Welfare serves to coordinate many of the activities of committees and the headquarters staff.

Educational Interpretation

Thru publications, speeches, radio programs, and films the Association has carried its message of welfare service both to teachers and to laymen. During the year more than 200 million pages of printed material have been issued. Many of these bulletins have been followed by interpretive news releases, articles, and study guides. News stories have been sent to thousands of daily papers. The N.E.A. *Journal* carried 55 pages dealing with teacher welfare problems. Exhibits and films have been sent to state and local meetings in all parts of the country.

Members of the headquarters staff made 450 trips into 44 states, spending 1800 days in the field. They made 400 addresses to at least 125,000 persons and, in addition, took part in 650 conferences involving the participation of 60,000 people.

Professional Relationships

The Committee on Ethics after extensive correspondence has prepared a tentative revision of the Code of Ethics. This revised draft appeared in the May issue of the *Journal*.

The Committee on Equal Opportunity has issued a number of articles

which have been published in state education journals. Study guides issued by this Committee have dealt with inequalities in salary schedules, racial discriminations, unfair contracts, and similar problems. The report of the Committee for the year will be a guide for use by study groups during the school year 1941-42.

Academic freedom often involves teacher welfare angles. The revised statement of principles, prepared by the Committee on Academic Freedom and published in the May *Journal,* will be a welcome stabilizing force in many critical local situations.

Professional institutes to the total of 85 have been held since 1938. During the summer of 1940, the staff helped to organize and to conduct 50 institutes in 20 states. College and university authorities, officers of state education associations, and leaders of parent-teacher groups have given effective cooperation in this work.

Tenure

The Committee on Tenure continues to render effective service in this important area. During the year the Committee has helped to defeat several destructive legislative proposals.

With the aid of the headquarters staff the Committee has issued two publications: *Court Decisions on Teacher Tenure, Reported in 1940* and *To Whom May Aggrieved Teachers Appeal?* The publications of the Committee are rapidly building a body of practical materials to meet tenure problems.

Retirement

In the past year the staff and the National Council on Teacher Retirement have cooperated in advising state and local groups with respect to retirement plans. Encouragement has been given to several groups to continue their efforts for state retirement systems in spite of the possible extension of federal social security.

To the end of building a factual basis under current discussions, a report was made of the status of state and local retirement systems (available as the January 1941 *Research Bulletin*). A neglected area—that of the activities of retired teachers—was explored for the first time with the publication of the bulletin, *Avocations of Retired Teachers.*

During the fall of 1940, Senator Wagner's proposal to extend federal social security to all public employees aroused considerable discussion. Since there were indications of early consideration by Congress and, in view of the rumors being circulated, the staff issued a number of news releases with respect to the potential problems created by the bill. The thousands of mimeographed statements sent to local and state leaders did much to quiet unnecessary fears and to promote intelligent discussion of this major issue.

Economic Status

With the aid of 1949 city districts the staff has completed a survey of salaries paid to 411,826 school employees. Information as to salaries paid in 1940-41 has been issued in summary form (available as the March 1941

Research Bulletin) and in detail for each city in the form of *Special Salary Tabulations.* Data with respect to salary schedule practices have also been prepared.

Each year the staff supplies hundreds of individuals and local salary committees with salary information. Within the limits of personnel and time, special compilations of data are prepared in terms of local needs. The promptness and effectiveness of this service have been courteously expressed in many letters received thruout the year.

Thru interviews and correspondence with federal officials the staff obtained a nationwide ruling with respect to professional deductions under the federal income tax law. It is now recognized that the cost of attendance at professional meetings, subscriptions to educational magazines, and dues to professional organizations may be deducted from income returns.

The cooperative movement continues to enlist the Association's interest. The Committee on Credit Unions has made it possible for speakers to be assigned to the programs of a number of local associations. The Committee on Cooperatives has been collecting descriptions of effective consumer cooperatives among teachers.

Supply and Demand

For many years there has been growing appreciation of the necessity of preparing and maintaining an adequate supply of teachers. However, the relation between supply and demand has been shrouded in doubt because of the lack of comparable statistical facts. The Committee on Supply, Preparation, and Certification of Teachers has attempted to meet the need by preparing a handbook of definitions and uniform procedures. With the implementation of this report thru state departments of education the next few years should see considerable improvement in the statistical data collected. With more reliable facts the profession will be able to formulate future policies in this important area of teacher welfare.

Miscellaneous

The staff has carefully scrutinized a number of federal bills which may affect the welfare of the profession. Many newsletters have been issued to inform state leaders as to the existence and significance of the proposed legislation.

Perhaps never before in the history of the national Association has there been such systematic effort to supply a continuous flow of information to affiliated organizations. This material has appeared again and again in state education journals and has permeated into the deliberative councils of local associations. Thru these efforts to build understanding the Association has exerted a constructive influence upon the maintenance and improvement of better teacher welfare conditions. Continued and increased local, state, and national cooperation upon mutual problems is the foundation of our professional power.

COMMITTEE CONFERENCES

On Monday morning, June 30, at the Boston convention following the close of the first general session, nineteen of our committee chairmen held committee conferences with all teachers interested in attending. Each chairman explained the purposes and work of his committee, conducted discussion of the pertinent problems, and answered questions. All these conferences were well attended and the results were encouraging.

REPORTS OF COMMITTEES, COMMISSIONS, AND COUNCILS

It was a committee of the presidents of ten state teachers associations that brought the national Association into existence in 1857. The first committee appointed at the first meeting was asked to prepare a constitution. At the second convention in 1858 the first deliberative committees were appointed. One of these was asked "to report at the next meeting a course of study for the Public High Schools of the United States." The other committee was given the task of suggesting "a basis for keeping school registers and making annual reports, adapted to the wants of teachers and school officers throughout the country." Thus the committee procedure became an established way of cooperative study and planning within the framework of the national Association.

In the school year 1940-41 the Association has had thirty committees, councils, and commissions at work on important professional problems. Each group has had the assistance of a contact person on the headquarters staff to facilitate the committee's activities. From the deliberations of these groups have come many of the Association's publications. All these reports are useful and several will exert a marked effect upon major educational trends. To those who have served upon these committees, often with sacrifice of personal affairs, the members of the Association owe a real debt. We can repay this obligation in part by careful study of their reports and by sincere effort in our own states to implement the recommendations that have been made.

In September 1940 the Executive Committee classified the Association's committees into five types: (I) Convention Committees, (II) Standing Committees, (III) Special Committees, (IV) Joint Committees, and (V) Commissions and Councils. The following brief summary reports made by the chairmen have been arranged according to this classification.

I. Convention Committees

The annual convention of the Association is one of the largest held by any professional group. On the average, 12,000 delegates and visitors are in attendance. To carry on the business of these large meetings it is necessary to have eight committees in addition to the officers and the staff.

APPRAISAL COMMITTEE

The Appraisal Committee gathers together comments from those attending the convention on forms presented at the convention. Every delegate or member who receives one of these forms should make certain that it is filled out promptly and conscientiously and filed before leaving the convention.

Constructive comments and suggestions for improvement of any of the sessions or conferences are most cordially welcomed. Comments should be in sufficient detail to make clear the suggestion but should be kept as brief as possible.

All comments are read carefully and the specific suggestions which they contain are tabulated by type and purpose. A brief summary of the findings is reported each year in the annual volume of *Proceedings*. Detailed tabulations are filed with the executive secretary, who discusses them with the incoming president. In this way valuable ideas are obtained for the improvement of conventions.

The members of the Committee are: Reuben T. Shaw, Philadelphia, Pa., *chairman;* Edith E. Armitage, Auburn, N. Y.; Harold R. Benjamin, College Park, Md.; Harry Clark, Knoxville, Tenn.; Sarah T. Muir, Lincoln, Nebr.; Greta Oppe, Galveston, Texas; Ona C. Raines, Tulsa, Okla.; Irvin A. Wilson, La Grange, Ill.; and N. Elliot Willis, Winthrop, Mass.

AUDITING COMMITTEE

A full and complete audit of the accounts of the Association, including both its operating and permanent funds, is made by a professional auditing firm. The firm is employed with the approval of the president of the Association.

It is the duty of the Auditing Committee to examine the detailed report of the certified public accountants making the audit, to familiarize itself with the form and arrangement of the report and the plan for handling the Association's finances, and to make recommendation regarding acceptance of the report to the Representative Assembly.

The members of the Committee are: Lester A. Rodes, South River, N. J., *chairman;* Wilhelmina F. Bertsch, Topeka, Kans.; and Mary J. Sweeney, San Francisco, Calif.

BUDGET COMMITTEE

It is the practice of the Budget Committee to meet in Washington early in June directly after the fiscal year has closed. At that time a chairman is elected and detailed study is made of tabulated reports of income and expense and of proposals for authorized expenditures for the ensuing year. Such material is supported by descriptive statements and recommendations.

Immediately prior to the opening date of the convention, the Committee again considers proposals for expense and prepares the budget report for

presentation (a) to the Executive Committee and (b) to the Board of Directors. It also holds open meeting or hearing on budget requests on Monday of the convention week. After the budget is adopted by the Board of Directors, the chairman of the Committee presents the budget to the Representative Assembly for its action.

The members of the Committee are: Kate Frank, Muskogee, Okla.; William B. Jack, Portland, Maine; Mrs. Edith B. Joynes, Norfolk, Va.; Harold W. Smith, Glendale, Ariz.; and W. W. Trent, Charleston, W. Va.

COMMITTEE ON BYLAWS AND RULES

As stated in Article VI of the bylaws, this Committee serves primarily as an advisory and interpreting committee relative to parliamentary and convention procedures. During the annual convention and for a few months prior to it, the Committee works closely with the national office in arranging rules of procedure and in checking details both before and during the convention so that the business of the Representative Assembly may be carried on with dispatch and with a minimum of confusion. The Committee maintains close liaison with the official parliamentarian.

It offers its services to any delegate who wishes to present any matter to the convention. It arranges conferences and attempts to clarify issues so that the Representative Assembly can act promptly and intelligently. The Committee assembles a day prior to the opening of the convention and its services are available to the delegates thruout the convention.

Contrary to the opinion of some members, the Committee on Bylaws and Rules does not "tinker" with the charter, bylaws, or standing rules. Under Article XI of the bylaws any *single* member of the Representative Assembly may propose an amendment which must be acted upon at the next convention. This democratic procedure permits an unlimited number of amendments which must be considered irrespective of merit. The Committee itself has not offered any amendments.

Between conventions the Committee has not been active. It has not been felt necessary to convene during the meeting of the American Association of School Administrators. Thruout the year, all necessary activities are satisfactorily carried on by correspondence. During the convention period many demands are made by individual delegates which cannot be anticipated. The Committee's service is rendered gladly and it is hoped that more delegates will avail themselves of it.

The members of the Committee are: Charles E. Sohl, Glenside, Pa., *chairman;* Cornelia S. Adair, Richmond, Va.; Faye Read, Pueblo, Colo.; Agnes Samuelson, Des Moines, Iowa; and Emily Tarbell, Syracuse, N. Y.

COMMITTEE ON CREDENTIALS

The work of the Committee is confined to the period of the annual convention. It has been customary to call a meeting of the Committee some-

time during the afternoon of the day immediately preceding the first business session of the Representative Assembly. This meeting is called to order by the chairman of the previous year.

The members of the Committee, one from each state, are asked to respond to roll call by states. The Committee is then organized by the election of a chairman and a subcommittee of four. The staff employee in charge of delegate registration is then asked to report on the number of delegates registered and other pertinent points. After due consideration of this report the Committee recommends that "all delegates properly certified be seated." A definite hour is fixed for the closing of registration, and the subcommittee along with the chairman is authorized to make decisions covering other questions that may arise pertaining to the seating of delegates.

The chairman of the Committee at the 1940 convention was E. B. Hargrave, Indianapolis, Ind. At Boston the Committee will elect a chairman for the 1941 convention.

COMMITTEE ON ELECTIONS

The first meeting of the Committee on Elections is held on Monday of the convention week, at which time the procedures are studied and the arrangements are made for the necessary physical setup of the balloting place.

At the time nominations are made for officers to be balloted upon, the chairman and secretary of the Committee are present at the Representative Assembly to obtain the list of nominees immediately. This list is then checked for correctness of names, addresses, and membership status. The Committee prepares the ballot and accepts custody of the printed ballots. It also provides the personnel for manning the voting place. The Committee is responsible for counting the ballots and reporting the results thereof.

The Committee on Elections renews its recommendation as made to the fourth business session at the Milwaukee convention that the time of voting be changed *from* 8:00 A.M. to 6:00 P.M. *to* 8:00 A.M. to 3:00 P.M. on the last day of the convention.

The chairman of the Committee is N. Elliot Willis, Winthrop, Mass.

NECROLOGY COMMITTEE

This Committee (a) compiles a list of all the members of the Association who have died since the report was made to the preceding annual meeting; (b) submits this list to the executive secretary of the Association for publication in the annual volume of *Proceedings;* and (c) conducts a brief memorial service for the members whose names appear on the memorial list.

The members of the National Education Association who have passed away during the past year are listed here as far as information is available.

ALABAMA

Abercrombie, John W.
Brown, Charles Allen
MacKenzie, Merrie Lois
Parker, A. H.
Persons, Annie

ALASKA

Hawkesworth, Charles W.

ARIZONA

Lytle, Ruth
Murdoch, Cleo
Pabst, William A.
Thayer, Eleanor

ARKANSAS

Riggin, D. M.
Suber, Mrs. J. F.

BURMA

Josif, George

CALIFORNIA

Banta, Myra Wenzlaff
Barnes, Mrs. Jessie
Brodby, Martha E.
Cummings, Frank L.
Darsie, Marvin L.
Forney, Helen
Hamilton, Margaret J.
Hollingsworth, Glenn P.
Kahl, George Garry
Lillibridge, Arthur H.
Nearpass, Homer L.
Park, Major Royal Wheeler
Patterson, S. Frances
Perry, L. Viola
Pond, Margaret
Roy, A. B.
Snook, Caroline
Stouasse, Frances
Struby, Frances G.
Tucker, Ana R.
Woodward, Hugh McCurdy

COLORADO

Badger, Mrs. Mary G.
Barrett, Harry M.
Duncan, David S.
Hall, Ethel M.
Twist, Russell B.

CONNECTICUT

Harvey, Ilga F.
Lord, Daisy
McGill, Mary B.

DELAWARE

Millikin, Marguerite Y.

DISTRICT OF COLUMBIA

Gosling, Thomas W.
Lucas, M. Grant

FLORIDA

Johnson, A. B.
Tolbert, Benjamin Arthur
Whitworth, Ellie

GEORGIA

Denny, Mrs. D. W.
Phagan, J. M.
Smith, Charlotte G.
Snelling, Charles Mercer

HAWAII

Mahikoa, Mrs. Mable
Nahiwa, Thomas K.
Rickard, Mrs. Edith
Sabin, Mrs. Cora E.
Saito, Mrs. Grace
Tom, Mrs. Elizabeth P.
Wo Sing Ho

IDAHO

Bills, Ruth

ILLINOIS

Abraham, Helen B.
Brand, Eva
Brown, Mrs. Corabel K. H.
Cooper, Georgia A.
Crannell, William P.
Garrett, Mabel L.
Hemmeter, Helen
Hill, Howard C.
Johnson, Minna F.
LaRowe, Eugene
McDaniel, M. R.
McLean, Sarah
Rich, Lucy B.
Schwede, Charles W.
Soderquist, Mrs. Josephine
Volstorff, Caroline

INDIANA

Benham, Clara
Blunk, R. E.
Bower, Emily
Burns, Rev. James A.
Chambers, Pauline
Isanogel, Louise
Kenney, Mary G.
Metcalf, Kathryn
Patrick, Bessie

IOWA

Dearborn, Frances R.
Foster, John E.
Kimmel, W. G.
Latham, O. R.
Macy, Ruth

KENTUCKY

Fahlbush, Katherine
Huddle, O. E.
Hughes, Dorothy
Pendleton, Florence
Ropke, Ida B.
Watson, Harry H.
Yunker, Emilie

LOUISIANA

Brown, Marion
Harrison, Helen

MAINE

Miner, William F.
Pullen, Marguerite A.
Rafford, Sula

MARYLAND

Harley, Mrs. Agnes B.

MASSACHUSETTS

Brady, Helen R.
Bugbee, Franc
Chase, Grace M.
Dalglish, Walter
Fisher, W. Beryl
Gambrill, Louise
Gannon, John F.
Holroyd, Emily
Peterson, Vida L.
Pratt, Marian T.
Woolman, Mary Schenck

MICHIGAN

Gallup, Edward E.
Kinsman, Ida J.
MacDonald, Margaret
Malcolm, George G.
McLaren, Bertha
Moehlman, Grace
Pearce, Webster H.
Thomas, John S.
Woodard, Berniece
Yager, Gretchen J.

MINNESOTA

Cady, Kathryn Rowell
Cole, Sadie L.
Cosandy, Charles J.
Fish, Elizabeth M.
Keatley, Sadie L.
Nevins, Olive R.
Wendell, Ida Marie

MISSISSIPPI

Warren, Lillian

MISSOURI

Bailey, F. E.
Birney, Thomas M.
Black, Hattie E.
Carter, Lavinia
Dixson, Annie H.
Halley, Lois K.
Ittner, William B.
Lane, Beatrice A.
Matlock, Nelle F.
McGrath, Kate
Noel, Bernard W.
Pendergrass, Eula
Peters, Alvina
Rodgers, Addie
Roemer, John L.
Scully, Dorothy R.
Van Amburgh, Della
Voss, Fred C.

MONTANA

Jenkins, Cora D.

NEBRASKA

Delzell, William N.
Doremus, J. A.
Durkee, Austa
Wirt, Lula E.

NEW HAMPSHIRE

Prescott, Louisa

NEW JERSEY

Bartley, R. Ella M.
Batten, Viola E.
Bock, Mrs. Blanche Seely
Douglas, Irene R.
Drushel, J. A.
Gillman, Elsie M.
Ireland, Allen G.
Kane, Ellen T.
May, Minnie
Mazza, Mrs. Susanna
Miller, Henry P.
Siders, Walter R.
Somers, Mary C.
Thompson, Cornelia B.
Youngs, Mary E.

NEW YORK

Alter, Harvey E.
Bishop, Franklin H.
Crossman, Watson G.
Dromey, Hettie M.
Ellsler, George R.
Flynn, Kathryn S.
Holcomb, Winfield A.
Hollingsworth, Mrs. Leta S.
Hufeland, Marie A.
Hunn, Myrta E.
James, Irene A.
Jewett, Franklin N.
Kelly, John
Lantman, E. G.
McCormick, Burton D.
Merrill, Maude V.
Murphy, Margaret
Oehser, Nina B.
Richardson, Eunice G.
Schwab, Mrs. Sarah V.
Scofield, Helen G.
Shants, Carrie

OHIO

Bennett, Mary
Bowers, Jacob
Carver, Mary E.
Crampton, Mrs. Ruby
Dille, Everlin B.
Ebright, Portia
Evans, Mark
Fisher, Louise
Harmon, Mrs. Sallie
Kanmacher, H. R.
Kepler, Mary W.
Kershner, W. E.
Kinder, Ruth
King, Mary G.
Lafferty, Catherine
Leeper, Maude
Logue, Mrs. Leona W.
Love, Mable
MacKenzie, Emily S.
MacMahan, Ruby L.
Metzger, Albert C. D.
Miller, Edwin F.
Reed, Harry E.
Roberts, Mary O.
Schlotman, R. C.
Sherck, J. E.
Skinner, Raymond L.
Stuckman, Dorothy
Swartwood, Maude B.
Thomas, Miriam
Tully, Margaret
Willett, Grace K.
Williams, F. E.
Williams, M. E.
Wood, Homer B.

OKLAHOMA

Mead, Lenna M.
Parmelee, A. H.

OREGON

Gray, Eloise
Jackson, Mrs. Aura D.

PENNSYLVANIA

Behnaman, Anna S.
Denn, Howard H.
Dickey, Mollie H.
Dunn, Anna L.
Fagles, Abraham
Frankenfield, Elizabeth A.
Grater, Evelyn M.
Haussmann, W. A.
Hudson, Nelle G.
Jones, Perry A.
Knowlton, Nora
Kohne, Emma M.
Miller, James C.
Morrell, Mary H.
Pendlebury, Elizabeth E.
Somers, Mrs. Helen C.
Teamer, S. Paul
Woomer, Madge
Wyman, Lillian K.

RHODE ISLAND

Manchester, Clarence H.

SOUTH CAROLINA

Hall, E. H.

SOUTH DAKOTA

Russell, Reva

TENNESSEE

Bachman, Martha
Hovious, John R.
Ragsdale, S. L.
Sweeney, Floyd

TEXAS

Ardrey, Minnie P.
Cross, Betty
Goble, Effie
Goodrich, Mrs. S. P.
Grafton, E. G.
Hoffer, Frances
Knox, W. J.
Miller, H. A.
Oliphint, J. B.
Smith, Rev. B. R.
Williams, Mrs. Clara
Wipff, Carrie
Wolf, Minnie

UTAH

Atkin, Mrs. Jennette E.
Hendricks, Abbie
Morgan, Adelaide S.
Whilhite, Ada

VERMONT

Parkhurst, Marion C.

VIRGINIA

Dillard, J. H.
Griffith, Sallie B.
Hardy, Edmonia V.
Warthen, C. R.

WASHINGTON

Adams, Florence M.
Corvell, Mrs. Mary
De Vilbiss, George L.
Golisch, Edward
Mackintosh, J. J.
Miller, Ethel
Perkins, E. E.
Rathbun, Anna Louise
Skinner, Mrs. Verne Proper
Smith, Kirby J.
Tierney, Hanna A.
Wheeler, Eldridge
Windust, Bertha E. A.
Woods, Gilbert C.

WEST VIRGINIA

Rimmer, Maude E.
Robinson, O. K.

WISCONSIN

Barnstein, Lydia
Hanson, Earl W.
Hill, Adelaide
Mattison, Alice A.
Pomeroy, Clara A.
Rusten, Ruth

The Committee recommends that the "necrology year" be clearly defined as beginning the first day of June and ending the thirty-first day of May. The Committee is composed of one representative from each state, with Frank S. White, Fairmont, W. Va., *chairman*.

RESOLUTIONS COMMITTEE [1]

It is the function of the Resolutions Committee to make recommendations to the Representative Assembly on questions which are "national in scope and educational in nature." This report is presented in printed form on Wednesday of the annual convention and is voted on at the Thursday morning meeting. It consists of two parts, the platform and the resolutions. The general policies which have been the subject of resolutions in

[1] Adopted by Representative Assembly, July 3, 1941.

previous years have been gathered together into the platform. Issues which are of more than usual current interest are the subject of resolutions. The platform is kept up to date by revisions embodying ideas which have been accepted in resolutions.

The platform and the resolutions as passed at Milwaukee in 1940 have been published as Personal Growth Leaflet No. 52. The Leaflet is available to those who wish to study the policy of the National Education Association in regard to professional questions. All teachers are urged to acquaint themselves with the policies of their national Association as expressed in this platform.

Correspondence and a February meeting at the time of the American Association of School Administrators' convention enabled the Committee to give platform revisions and propose resolutions for preliminary consideration, but the final work is done at the time of the summer convention. The Committee is then in almost continuous session from Saturday evening until Tuesday evening, except for the time spent by the members in attending the Tuesday morning session of the Representative Assembly. An open meeting is held on Monday at a time and place announced in the Official Program. At this meeting any member of the National Education Association may propose a resolution and speak in its behalf. Other meetings are necessarily limited to the members of the Committee.

The Committee is composed of one representative from each state appointed by the state delegation at the time of the annual summer meeting. Each representative is expected to keep the Committee informed regarding the educational thinking within his state and the resolutions passed by his state association. States can secure greater influence by continuing able representatives on the Committee for several successive years.

The resolutions are as follows:

1. *The present emergency*—The National Education Association suggests that the profession chart its course in accordance with the following principles in the present emergency:

A. The Association urges that teachers, as well as other patriotic citizens, should fully cooperate in the national defense program to protect our Republic by thought, word, and deed. Further, the Association condemns all groups and activities that tend to hinder or disrupt the efficient processes of the national defense program.

B. The defense activities developed in many school systems should be continued and expanded as the need requires. Teachers should cooperate in educational measures in defense services when requested.

C. The Association strongly condemns propaganda by any agency which seeks to undermine our democratic ideals. Neither freedom of speech nor academic freedom should be used as a cloak for activities or teachings subversive to the fundamental principles and ideals of the United States. Schools should continue to turn the searchlight of truth on alien idealogies so that Americans may know wherein our way of life is superior. This same search for truth will enable us to strengthen our democracy. Teachers should redouble their efforts to develop in every youth an active, intelligent, critical but profound loyalty to American principles and ideals.

D. The Association urges that teachers do all in their power to promote national unity so that our morale may have a sound foundation that will enable our Re-

public to endure all stresses and strains. The ultimate line of national defense is in the loyalty, intelligence, health, technical skill, self-discipline, and character of our people.

E. The Association advocates the full protection for all citizens of the liberties enumerated in the Constitution. Democracy cannot be successfully maintained if its essential elements are disregarded. Liberties are preserved only by the acceptance and exercise of accompanying responsibilities.

F. Educational systems should continue to promote the ideal of international peace as the normal and desired relation among nations. Accordingly, the conditions essential to a just and lasting peace should be a part of school programs.

G. Since education is essential to the preservation of our way of life, the defense needs of the country should be met with the least possible interference with the normal and necessary educational services. Strong consideration should be given to the needs of youth in any program before changing the minimum age for military conscription.

2. *Education for democracy*—The National Education Association takes pride in the American system of education which has always been actively concerned with the development of competent citizens. The present unlimited national emergency requires that efforts in this area be intensified. In this process, teachers should see to it that every child and youth in the land has an understanding of the history and present circumstances of our people and our institutions, that every child and youth has opportunity for practice in the habits of democratic living, and that from this understanding and practice there develops a strong emotional attachment or loyalty to the ethical ideals of democracy and a sincere desire to make these ideals prevail in the world.

3. *Teachers*—The National Education Association is opposed to the employment, in any school, college, or university, of any person who advocates or who is a member of any organization that advocates changing the form of government of the United States by any means not provided for under the federal Constitution.

4. *Inter-American friendship*—The National Education Association rejoices over the increasing understanding and cooperation among the peoples of the Americas and advocates the continuation and extension of all programs which will promote inter-American friendship. It urges that elementary and secondary schools do all they can to foster this spirit of friendship and recommends that the colleges of the United States assist in the development of closer ties thru appropriate courses and the exchange of students with colleges of other American countries.

5. *Federal aid*—The National Education Association urges that the federal government appropriate funds for public education to support activities designed to strengthen intellectual and emotional participation in American life and to equalize educational opportunity in the several states and territories. To accomplish these ends the Association endorses the principles embodied in Senate Bill 1313. It further urges the incorporation of all federal educational functions, other than instruction conducted by a branch of the armed forces, under the United States Office of Education, and that funds for all such educational purposes be distributed thru the

various existing state departments in order to secure greater economy, more efficiency, and better coordination of effort in their distribution.

6. *Federal educational activities*—The National Education Association recommends that all possible caution should be used by the federal government to avoid duplication of effort by agencies established because of the emergency with those of the regularly constituted channels of public education, that the educational work of emergency agencies be directed by individuals having training equivalent to that required of those who work in the regularly organized channels of education, and that federal educational agencies created for the emergency be continued only for the duration of the defense emergency.

7. *Reorganization of school districts*—The National Education Association urges a reorganization of small school districts into larger ones by grouping extremely small enrolments into larger and more stimulating student bodies in order to secure more efficient and economical units, more expert administration and supervision, better buildings and equipment, richer programs of studies, and equalization of taxable wealth.

8. *Adoption of textbooks*—The National Education Association urges that bodies adopting books for use in public schools do so upon the recommendation of committees composed of teachers who are adequately trained and regularly employed by school systems.

9. *Retirement*—The National Education Association endorses the principle that teachers thruout the United States should be adequately protected by sound retirement systems and urges that all available resources of the Association be marshaled to promote sound retirement systems in those states where they do not now exist, to protect existing systems that are sound, and to strengthen those which are now inadequate.

10. *Employment of qualified teachers*—The National Education Association condemns the certification of inadequately prepared teachers when a shortage exists in some areas. It recommends that the deficiency be met by the combination of small units or by the employment of qualified teachers from other places.

11. *Public relations*—The National Education Association recommends that all teachers assume greater responsibility for the promotion of a more effective cooperative attitude among the teaching profession, school patrons, and citizens generally.

12. *Offensive literature*—The National Education Association condemns the display, sale, and circulation of indecent literature and urges campaigns and appropriate legislation that will bring about the removal of such literature from newsstands, book racks, and libraries.

13. *Hatch Act*—The National Education Association urges amendment of the Hatch Act so that all teachers may exercise their civic rights and the National Education Association thru its Representative Assembly instructs its Legislative Commission promptly to take, and vigorously to press for, such action as is necessary to accomplish this purpose.

14. *Senator Harrison*—The National Education Association regrets the untimely death of Senator Pat Harrison of Mississippi, a splendid American

and a true friend of education. The loss of his leadership in sponsoring legislation looking to equalizing educational opportunity is a severe blow to the schools of the United States.

15. *Appreciation*—The National Education Association is very appreciative of the hospitality and courtesies extended by the local press and radio, the authorities, and citizens of the Commonwealth of Massachusetts and the city of Boston on the occasion of its seventy-ninth annual convention. The Association thanks all who have helped to make the convention a success.

Platform of the National Education Association

The National Education Association believes that education is the inalienable right of every American; that it is essential to our society for the promotion and preservation of democratic ideals. Therefore, the Association declares its convictions and challenges its members to leadership in attaining the objectives of this covenant.

I. The Child

Every child, regardless of race, belief, economic status, residence, or physical handicap, should have the opportunity for fullest development in mental, moral, social, and physical health, and in the attitudes, knowledge, habits, and skills that are essential for individual happiness and effective citizenship in a democracy. As means to this end, the Association advocates:

A. Enriched curriculums that prepare the child for his cultural, vocational, recreational, social, and civic responsibilities, and that take into account the interests, needs, and abilities of individuals.

B. Socially desirable environment that will give a background of more fertile experience. The radio and motion picture are of such momentous force in the life of the child that every effort should be exerted toward the continuous improvement of motion pictures and radio programs.

C. Appropriate instruction in health which will help the child to understand the scientific basis of health and to develop health habits. This will include scientific instruction regarding the effects of alcohol and narcotics upon the human body and upon society.

D. Health services that will strengthen the effectiveness of individuals as citizens. The school should fight the evils of malnutrition, physical ailments, and lack of physical comforts by securing adequate food, clothing, and medical care thru coordinated efforts of local, state, and federal agencies for the children who are in need.

E. Amendment of the Constitution of the United States to provide for the prohibition of child labor.

F. The right to unfettered teaching, which will aid the child to adjust himself to his environment and to changing social conditions thru the development of habits of sound thinking. The fundamental principles of American democracy demand that students be informed concerning controversial issues.

G. Systematic programs of vocational and educational guidance, vocational placement, and follow-up, in charge of competent persons especially equipped for the work.

H. Recreational programs that lead toward constructive use of leisure time.

II. The Teacher

Teachers, regardless of position or title, are professional workers in a common cause, and, as such, have certain responsibilities and rights. The interests of the child and of the profession require:

A. Teachers of sound character and good health, with high civic ideals, who have been effectively prepared for the service which they are to perform. Their education should be rich in cultural, professional, and subjectmatter content, and adapted to the demands of actual service.

B. Teachers who have the professional attitude in regard to self-improvement.

1. Those in service should be students of professional problems, seeking in every way to develop better educational practices.
2. Teachers should observe the principles of conduct set forth in the Code of Ethics adopted by the National Education Association.
3. Teachers should have membership in local, state, and national education associations.

C. Teachers who are protected in their constitutional rights of freedom of speech, press, and assembly. Intellectual freedom is a public safeguard. It is the surest guarantee of orderly change and progress.

1. The teacher's conduct should be subject only to such controls as those to which other responsible citizens are subjected.
2. Teachers should have the privilege of presenting all points of view without danger of reprisal by school administrations or by pressure groups in the community.
3. Teachers should have the right of protection from intimidation thru fear of loss of position, reduction of salary, loss of opportunities for advancement, or deprivation of their usual assignments, responsibilities, and authorities.
4. Teachers should have the right to organize and to support organizations that they consider to be in their own and in the public interest. Likewise, they should have the right to participation in determining school policies and school management.

D. Teachers who are protected by salaries adequate to attract and hold in the service men and women of marked ability and thoro training.

E. Teachers who are protected, in case of disability or old age, by means of sound retirement systems and, in case of financial emergency, by credit unions.

F. Teachers who are protected from discharge for political, religious, personal, or other unjust reasons by effective tenure laws.

III. The Adult

The adult furnishes to society leadership and vision; therefore, it is essential that he be trained in the fundamentals of education, be made responsive to the demands upon him as a citizen, and be enabled to give guidance to youth. The Association advocates concerted local, state, and national efforts to attain these ends thru:

A. Adult education that enriches the cultural aspects of life, prepares for parenthood, provides opportunity to develop personal talents, improves or retrains for greater efficiency, and emphasizes the responsibilities of social life.

1. The existence of illiteracy in the United States presents an insistent challenge to laymen and teachers.
2. The minimum requirements for naturalization should include the ability to read and to write the English language understandingly; a general knowledge of local, state, and national government; the desire to exercise the right of suffrage; and evidence of mental and economic competency. Provision should be made to receive all persons into citizenship with suitable ceremony.

B. Recreational programs that will give training in the use of leisure-time activities.

IV. Organization

A combination of national, state, and local support of public schools is necessary to provide adequate educational opportunities in all sections of the various states. For maximum effectiveness the Association believes that:

A. The national government should study, stimulate, and support education in the interest of a high type of citizenship.

1. The federal government should disseminate information on problems of education.
2. A Department of Education with a Secretary in the President's Cabinet should be established.

B. The state government should organize and direct education within the state.

1. The state department of education in each state should:
   a. Thru experimentation and leadership, stimulate local communities to provide adequate programs of education.
   b. Provide and administer a system of certification of teachers based upon professional standards. The Association recommends a minimum of four years of college preparation.
   c. Certify as to the adequacy of local programs of education in meeting state standards.
2. Each state should provide for a system of free public schools, beginning with the nursery school and extending thru the university, with a full school day, a full school year, and class enrolment not to exceed thirty, with special attention to groups of exceptional children, and with provision for adult education.
   a. Schools for children in rural communities should be recognized as essential and integral parts of the public-school system.
   b. Exceptional children, whether gifted or handicapped, should receive instruction, guidance, and special care in accordance with their respective needs.
   c. Every state should provide a complete program of vocational education for youths and adults.
      (1) Classes should be organized and maintained as integral parts of local school systems.
      (2) Part-time and evening classes should be provided when necessary.
3. Every state should provide for the training of teachers and should establish standards of qualification.

C. The local district should organize and administer its school system in conformity with the standards set by the state.

1. Local, district, and state boards of control should be chosen on a nonpartisan basis, selected at large from the areas that the board is to serve. Terms of office should be such that a majority of the board will not come into office at any one time.
2. The local unit of school control should be large enough to justify the employment of men and women with special training in educational leadership for administration and supervision.
3. Lay boards should be guided by the recommendations of professional educators.
4. School budgets should be prepared by the school superintendent and his staff and approved by the board of education.
5. The selection and promotion of teachers should be on a professional basis.
   a. Teachers of equivalent training and experience should receive equal pay, regardless of sex or grade taught.
   b. Teachers should not be discriminated against because of race, color, belief, residence, or economic or marital status.

V. Finance

Combined liberal support from national, state, and local sources is necessary to provide a complete program of adequate educational opportunities in all sections of the various states. In order to make this program possible with maximum effectiveness the Association advocates:

A. A coordination of the taxing policies of national, state, and local units of government.

B. The federal government should give financial assistance to the states and territories for the support of education.

1. Federal funds should be provided with the understanding that the expenditure of such funds and the shaping of educational policies shall be matters of state and local control.
2. Special federal funds should be made available without federal dictation to prevent the interruption of education in areas devastated by widespread disasters.
3. Until Congress establishes a Department of Education, funds appropriated to the Office of Education should be augmented to make its efforts increasingly effective.

C. Each state should provide for the support from public funds of a complete system of free public schools.

D. Each unit of government should be free from measures designed to place a constitutional limit on taxation within the various states.

E. Boards of education should have financial autonomy in order to fulfil their responsibilities.

F. Research in public finance should discover and disseminate facts concerning the best sources for revenues and their efficient expenditure.

G. A continuing program of enlightenment of the public, pupils, and teachers regarding the financial needs of the schools and regarding the principles of taxation should be carried on within the various states.

VI. Public Relations

Education should prepare each generation to meet the social, economic, and political problems of an everchanging world. All activities of the school should contribute to the habits and attitudes that manifest themselves in integrity in private and public life, law observance, and intelligent participation in civic affairs and world citizenship. To establish thru education closer relationship of people, the Association advocates:

A. Continuous programs to interpret to the community the aims, practices, and achievements of the schools.

B. National movements among parents and teachers to safeguard the welfare of children and to bring the school, the home, and the community into closer cooperation.

C. World education associations that will encourage systematic interchange of professional knowledge, visits, and conferences.

D. Teaching children the truth about war, its costs in human life and ideals and in material wealth; the values of peace; and the need of international cooperation by such means as courts of arbitration.

E. The teaching of history in such a manner that, while at all times presenting accurate statements of fact, it will emphasize the virtues and achievements of all nations and increase international goodwill.

Officers of the Committee are: George Skewes, Mayville, N. Dak., *chairman;* M. J. Clarke, Lexington, Ky.; and Cecile Dacey, Detroit, Mich.

II. Standing Committees

This type of committee carries on a continuous program of study, interpretation, and action. Each committee has a nationwide advisory group representing all the states. The active work is directed by a core committee of five members. It is customary each year for the president of the Association not to reappoint more than four members of the core committee.

COMMITTEE ON ACADEMIC FREEDOM [1]

The problem of academic freedom becomes increasingly critical in times when nations are engaged in war or are preparing for war. It is difficult for people to be calm and sane when cities are being bombed; when shrines we love are being destroyed; when nations are being overrun; and when men, women, and children are being killed. It is easy under conditions of this kind to lose our sense of values. We become suspicious of men and of motives. We become critical of institutions. We are prone to find fault with the teachings of individuals and with the content of textbooks. Times like these demand clear thinking, sanity of judgment, and honesty of purpose.

Your Committee on Academic Freedom has earnestly tried to help both teachers and laymen to arrive at a more adequate conception of this problem. First, it has sponsored a series of articles that were printed in many of the state educational journals of the nation. These articles were written by B. F. Pittenger, dean of the School of Education, University of Texas; Boyd H. Bode, professor of education, Ohio State University; and Edward O. Sisson, professor emeritus of philosophy, Reed College. And second, it has spent considerable time in rewriting the statement of Principles of Academic Freedom to provide a basis for our thinking and our conduct. This statement was submitted to an advisory committee of men and women prominent in the field of education thruout the United States of America and has been revised in the light of helpful suggestions received. The revised statement appeared in the *Journal* for May 1941.

Principles of Academic Freedom

This statement of the principles of academic freedom is based on the belief that democracy furnishes the only finally satisfying foundation for life and government; that a democratic education is necessary to an effective democracy; and that academic freedom is desirable because, properly managed, it promotes democratic education and therein promotes democracy itself.

The Basic Purpose of Academic Freedom

Academic freedom, like freedom of speech, exists to promote the rule of intelligence in our democratic affairs. It is thus intended primarily for the good of students and of the public rather than for the personal satisfaction of teachers.

[1] Adopted by Representative Assembly, July 2, 1941.

How Academic Freedom Serves

Freedom of teaching exists to promote intelligent study and learning primarily in schools, but also among the public at large. Academic freedom is thus in essence the freedom to study and learn, and to share with others the results of study. In this sense academic freedom holds also for students as truly as for teachers.

This practice of intelligent study is necessary to the proper working of democracy as of no other kind of society. The students of today—the effective citizens of tomorrow—must be learning to think, each for himself and according to his maturity, about the vital concerns and problems of society. Academic freedom is thus the freedom of the teacher to work without hindrance for the fair-minded study of all pertinent problems primarily by the young citizens under his care, but also by adult citizens outside.

The need for such intelligent study is peculiarly urgent in our changing world of today. With new situations constantly arising, our citizens must be continually discriminating between what still remains good and what is now outmoded, between what is accordingly to be retained and what is to be remade or discarded. Our young people as effective citizens in the making must therefore be learning to appraise the strengths and limitations of our historic traditions and institutions so that they can later do their part in keeping these abreast of the changing need. No custom or institution, however cherished, can claim exemption from this study and criticism. Freedom of study, suited to the age of the learner, becomes in this way an absolute essential to proper democratic education.

Academic freedom serves still further. At the very heart of the democratic process lies the factor of intellectual integrity. Without it, democratic discussion becomes a sham, and social cooperation a fraud. A democratic education must then foster intellectual integrity as essential both to itself and to democracy. The teacher must accordingly embody and express this integrity, for only thus can its growth and acceptance be promoted in others. Any suspicion, therefore, that the teacher is externally controlled or otherwise unduly influenced in reaching his opinions or in expressing them honestly must call into question his intellectual integrity and so work against the desired integrity in all whom he influences.

In these and other ways academic freedom of teaching becomes essential to the proper guidance of learners by their teachers. Without it, neither effectual social intelligence nor essential intellectual integrity is probable of realization. In such ways does academic freedom lie at the very heart of any proper teaching.

Duties Imposed by Freedom

The justification of academic freedom lies, as shown previously, in its promotion of inclusive and unbiased study. This freedom entails then its correlative duties. If any teacher, by the way in which he teaches, either wilfully or carelessly permits some bias or prejudice of his own, or even the inappropriate expression of his reasoned convictions, persistently to mar

the process of fair-minded study on the part of those studying under him, he is to that extent damaging these students and in that same degree is manifesting his unfitness to teach.

Also, since mutual tolerance is necessary to any adequate shared study, it becomes the further duty of the teacher to preserve academic freedom among his students, that they may enjoy freedom of discussion without the hindrance of unfair and prejudiced criticisms by their companions. Proper learning conditions are here also at stake.

Academic Freedom and Tenure

If teachers are to be free from improper outside pressures and so live above suspicion in the integrity of their teaching, they must feel secure of tenure so long as they maintain proper professional standards. Threats to tenure, even when indirect, may put an improper pressure upon teachers to base their teaching on other than professional considerations. Whether the school shall make its just contribution to our democratic process becomes thus conditioned upon adequately safeguarded tenure. Apart from such tenure, academic freedom can have no assured outlook.

Academic Freedom and Community Opinion

In many communities there are parents and other citizens who for various reasons oppose the study of controversial topics. Situations of stress thus easily arise. A just consideration for the feelings of others, as well as a just prudence, may conflict with the teacher's positive duty to broaden the vision of the youth under his care. Also the teacher owes in this connection other duties both to students and to community: to the students, that he shall not create in them hurtful inner conflicts; to the community, that he strive not to anger and alienate, but rather to promote the general spirit of fair inquiry. When tension does threaten, intelligent tact will as a rule serve better than downright conflict. There do, however, come times when a resolute stand must be taken, even at the risk of personal sacrifice, to support the cause of open and honest study.

Lay Censorship of Teaching Materials

Adequate teaching, especially in the social areas, will involve the selection and use of suitable instructional materials. The proper choice of these is distinctly a professional task, and the guiding aim here, as with all teaching, must be to foster fair-minded study on the part of students. This does not mean that students are to study only those positions that are "sound" and "correct"—that would be both impossible and unwise. Instead, students must increasingly consider all sides and learn thereby, under wise and honest guidance, how to sift wheat from chaff, specifically how to detect and discount bias. Otherwise they will as citizens find themselves lost when they face the conflicting partisan claims of the actual world.

External restrictions placed upon the choice of suitable instructional materials clearly interfere with proper study and teaching. When there-

fore lay authorities, whether under the influence of pressure groups or because of some bias of their own, undertake to censor instructional materials and to prescribe what materials schools or teachers shall or shall not use with their classes, they violate the principles of academic freedom and interfere with the presumptively best preparation for democratic citizenship. Existing laws often grant to lay bodies the legal right thus to interfere. It is the moral and social propriety of exercising this legal privilege that is here called in question.

But, as before, the freedom here granted involves obligation. In the degree that a teacher allows his choice and use of instructional materials to interfere with the fair-minded study of his students, in like degree does he show his unfitness to teach.

Teachers' Rights and Correlative Duties

Teachers are citizens and have the full legal rights of all citizens. This includes the right to freedom of speech and the right to live their own lives within the law as to them shall seem wise, along with the further rights of other citizens to express publicly any opinion they may hold, to ally themselves with organizations of their own choosing, and otherwise to take part in political campaigns and the like. But teachers have duties as well as rights. In fact, rights are never absolute, but are always to be exercised with due regard to all their consequences. In particular, the exercise of a teacher's rights as citizen should not interfere with the proper discharge of his duties to his school or be inconsistent with his position as a public employee. What constitutes interference will differ from community to community. No one rule can be laid down. The general test will be the actual educative effects, upon the pupils and others, that follow from the conduct of the teacher, whether inside or outside school hours. Teachers should be concerned that these effects be good, not bad.

It may happen that public pressure, in tendency or fact, will force school administrators to refrain unduly from exercising their citizenship rights; or that such pressure may force them as officials to put improper restraints upon the teachers in their systems. In either case, academic freedom is in a true sense threatened, and the principles formulated previously specifically for teaching situations come therein to apply also to administrative relationships.

Trials Involving Academic Freedom

The foregoing principles of academic freedom are not intended to afford protection against any legitimate charge of professional incompetency or of unprofessional conduct. The educational profession should be sensitive to the obligations herein imposed to help root out such incompetency or unprofessional conduct, including specifically any hurtful failure to grow professionally. However, so great are the dangers to academic freedom that may be concealed under charges of incompetency or unprofessional conduct, and so prone are many to discount the need for academic freedom, that all trials or hearings where academic freedom is a possible factor

should, if the accused so wishes, be publicly conducted. Due notice should always be given, with charges precisely formulated. And legal provision should always be made for the professional peers of the accused to share in the actual decision.

The Committee on Academic Freedom submits the following recommendations:

1. That efforts in behalf of academic freedom in the schools of the nation be given larger emphasis thruout the coming year.
2. That local and state associations be urged to take the statement of principles and, with this as a basis, prepare a statement on academic freedom for their own guidance and use.
3. That educational organizations be encouraged to prepare and publish articles in their local and state journals in order that further interest in academic freedom may be stimulated and to aid in clarifying the thinking of both professional people and laymen on the problem.

The members of the core committee are: William S. Taylor, Lexington, Ky., *chairman;* William H. Kilpatrick, New York City; Hilda Maehling, Terre Haute, Ind.; Rena Rockwell, Elmira, N. Y.; and Ruth West, Spokane, Wash.

COMMITTEE ON INTERNATIONAL RELATIONS [1]

In 1940-41 the Committee has served the Association by encouraging the formation of state international relations committees, the distribution of literature including the newsletter, and the preparation of articles on international topics. With the assistance of the headquarters staff, a helpful bibliography for teachers, *Latin American Backgrounds,* was issued during the year. The newsletter, inaugurated last year, was enlarged and issued more frequently under the title *Among Us.* With the approval of the Association, a subcommittee has been appointed on Latin-American studies in elementary and secondary schools, of which Ernesto Galarza is the chairman.

From the well-attended meeting of the Committee at Atlantic City, February 24, 1941, came the following recommendations: (a) that members be appointed for a period longer than one year to give continuity to the Committee's work; (b) that a study be made of ways in which the Committee may more effectively coordinate and assist the international relations activities of the Association's departments and agencies; (c) that a clearinghouse of information on Latin-American relations be established in the Association's headquarters as a service to elementary and secondary teachers.

The members of the core committee are: Ben M. Cherrington, Denver, Colo., *chairman;* Rachel Evans Anderson, St. Albans, Long Island, New York City; C. L. Cushman, Washington, D. C.; Ernesto Galarza, Washington, D. C.; and Annie C. Woodward, Somerville, Mass.

COMMITTEE ON TENURE [2]

In time of national stress, agencies that have been spreading insidious propaganda in the attempt to undermine the faith and confidence of the

[1] Adopted by Representative Assembly, July 2, 1941.
[2] Adopted by Representative Assembly, July 3, 1941.

public in its schools find the golden opportunity. The huge expenditures for defense give encouragement to groups who are crying for retrenchment in the expenditures for education. As a result of all these features the security of the teaching profession is being seriously menaced.

Aside from the publication of two studies, *To Whom May Aggrieved Teachers Appeal?* and *Court Decisions on Teacher Tenure Reported in 1940,* the Committee has investigated many cases of dismissals. Some have been adjusted thru the cooperation of the state and local associations.

This being legislative year in most states, the Committee has assisted in writing several tenure laws and has aided in defeating several obnoxious bills. The work of this Committee is strenuous and of such a serious nature that full assistance should be given by every state and local association, when the opportunity presents itself. There should be a tenure committee functioning in each state association to which the national committee can refer for information and aid.

The Committee recommends:

1. That full authority be given to the Committee to investigate, at its discretion, cases of unfair treatment and unjust discharge of members of the teaching profession and to make public reports at a time and in such manner as in the Committee's opinion will be of benefit to the individuals investigated or to the teaching profession.

2. Continuation of the policy of studying various phases of teacher tenure, teacher welfare, and teacher protection, and the publication of the Committee's investigations.

3. Approval by the Association of the reports of investigated cases of discharged teachers contained in the annual report of the Committee.

4. Appropriation for the year 1941-42 of $10,000 for the use of the Tenure Committee when and as needed to carry out the tenure program of the Association.

5. Continuation of the practice of giving adequate space to the discussion of tenure and its problems in the *Journal.*

The members of the core committee are: Mrs. Myrtle Hooper Dahl, Minneapolis, Minn., *chairman;* Frances Jelinek, Milwaukee, Wis.; Robert C. Keenan, Chicago, Ill.; J. Constance Kingan, Royal Oak, Mich.; and Mary Elizabeth O'Connor, Arlington, Mass.

III. Special Committees

These committees are organized to study specific problems. They are appointed for a definite period of time, not exceeding three years. All special committees include advisory members from each state. The general planning is done by a core committee of five. The life of each special committee is determined by the Executive Committee, and the president appoints the committee for that term.

CODE OF ETHICS [1]

The Committee has continued its work thruout the second year of its existence. It has made a careful study of the whole question of ethics thruout the nation and has enjoyed the cooperation of many thousands of teachers, principals, superintendents, and other interested persons.

[1] Originally adopted in 1929. Revised in 1941. Code adopted by Representative Assembly, July 2, 1941.

The Code is as follows:

Ethics for Teachers

PREAMBLE

Believing: That true democracy can best be achieved by a process of free public education made available to all the children of all the people;

That the teachers in the United States have a large and inescapable responsibility in fashioning the ideals of children and youth;

That such responsibility requires the services of men and women of high ideals, broad education, and profound human understanding; and, in order that the aims of democratic education may be realized more fully, that the welfare of the teaching profession may be promoted; and,

That teachers may observe proper standards of conduct in their professional relations, the National Education Association of the United States proposes this code of ethics for its members.

The term "teacher" as used in this code shall include all persons directly engaged in educational work, whether in a teaching, an administrative, or a supervisory capacity.

ARTICLE I.—RELATIONS TO PUPILS AND THE HOME

Section 1. It is the duty of the teacher to be just, courteous, and professional in all his relations with pupils. He should consider their individual differences, needs, interests, temperaments, aptitudes, and environments.

Section 2. He should refrain from tutoring pupils of his classes for pay, and from referring such pupils to any member of his immediate family for tutoring.

Section 3. The professional relations of a teacher with his pupils demand the same scrupulous care that is required in the confidential relations of one teacher with another. A teacher, therefore, should not disclose any information obtained confidentially from his pupils, unless it is for the best interest of the child and the public.

Section 4. A teacher should seek to establish friendly and intelligent cooperation between home and school, ever keeping in mind the dignity of his profession and the welfare of the pupils. He should do or say nothing that would undermine the confidence and respect of his pupils for their parents. He should inform the pupils and parents regarding the importance, purposes, accomplishments, and needs of the schools.

ARTICLE II.—RELATIONS TO CIVIC AFFAIRS

Section 1. It is the obligation of every teacher to inculcate in his pupils an appreciation of the principles of democracy. He should direct full and free discussion of appropriate controversial issues with the expectation that comparisons, contrasts, and interpretations will lead to an understanding, appreciation, acceptance, and practice of the principles of democracy. A

teacher should refrain from using his classroom privileges and prestige to promote partisan politics, sectarian religious views, or selfish propaganda of any kind.

Section 2. A teacher should recognize and perform all the duties of citizenship. He should subordinate his personal desires to the best interests of the public good. He should be loyal to the school system, the state, and the nation, but should exercise his right to give constructive criticisms.

Section 3. A teacher's life should show that education makes people better citizens and better neighbors. His personal conduct should not needlessly offend the accepted pattern of behavior of the community in which he serves.

ARTICLE III.—RELATIONS TO THE PROFESSION

Section 1. Each member of the teaching profession should dignify his calling on all occasions and should uphold the importance of his services to society. On the other hand, he should not indulge in personal exploitation.

Section 2. A teacher should encourage able and sincere individuals to enter the teaching profession and discourage those who plan to use this profession merely as a steppingstone to some other vocation.

Section 3. It is the duty of the teacher to maintain his own efficiency by study, by travel, and by other means which keep him abreast of the trends in education and the world in which he lives.

Section 4. Every teacher should have membership in his local, state, and national professional organizations, and should participate actively and unselfishly in them. Professional growth and personality development are the natural product of such professional activity. Teachers should avoid the promotion of organization rivalry and divisive competition which weaken the cause of education.

Section 5. While not limiting their services by reason of small salary, teachers should insist upon a salary scale commensurate with the social demands laid upon them by society. They should not knowingly underbid a rival or agree to accept a salary lower than that provided by a recognized schedule. They should not apply for positions for the sole purpose of forcing an increase in salary in their present positions; correspondingly, school officials should not refuse to give deserved salary increases to efficient employees until offers from other school authorities have forced them so to do.

Section 6. A teacher should not apply for a specific position currently held by another teacher. Unless the rules of a school system otherwise prescribe, he should file his application with the chief executive officer.

Section 7. Since qualification should be the sole determining factor in appointment and promotion, the use of pressure on school officials to secure a position or to obtain other favors is unethical.

Section 8. Testimonials regarding teachers should be truthful and confidential, and should be treated as confidential information by the school authorities receiving them.

Section 9. A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. Ample notification should be given both by school officials and teachers in case a change in position is to be made.

Section 10. Democratic procedures should be practiced by members of the teaching profession. Cooperation should be predicated upon the recognition of the worth and the dignity of individual personality. All teachers should observe the professional courtesy of transacting official business with the properly designated authority.

Section 11. School officials should encourage and nurture the professional growth of all teachers by promotion or by other appropriate methods of recognition. School officials who fail to recommend a worthy teacher for a better position outside their school system because they do not desire to lose his services are acting unethically.

Section 12. A teacher should avoid unfavorable criticism of other teachers except that formally presented to a school official for the welfare of the school. It is unethical to fail to report to the duly constituted authority any matters which are detrimental to the welfare of the school.

Section 13. Except when called upon for counsel or other assistance, a teacher should not interfere in any matter between another teacher and a pupil.

Section 14. A teacher should not act as an agent, or accept a commission, royalty, or other compensation, for endorsing books or other school materials in the selection or purchase of which he can exert influence, or concerning which he can exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

ARTICLE IV.—COMMISSION ON PROFESSIONAL ETHICS

There is hereby established a Commission on Professional Ethics operating under the Board of Directors of the National Education Association. This Commission shall consist of five members of the Association to be appointed by its president for terms of five years each, the term of one member expiring on July first of each year.

In order that the Commission may begin functioning at once, it is recommended that the president for 1941-42 appoint five members who will draw for one-, two-, three-, four-, and five-year terms, respectively. Thereafter one member shall be appointed each year for a five-year period. The Commission will select its own chairman.

It shall be the duty of the Commission to study and to take appropriate action on such cases of violation of this Code as may be referred to it. The Commission shall be responsible also for publicizing this Code, promoting its use in institutions for the preparation of teachers, and recommending needed modifications.

If, when a case is reported, it is found to come from a state which has a code commission, such case shall immediately be referred to said state commission for investigation and action. In the case of a violation reported from a state which has neither a code nor a code commission, or from a state which has a code but no code commission, the N.E.A. Code Commis-

sion shall take such action as seems wise and reasonable and will impress members with the importance of respect for proper professional conduct. Such action shall be reported to the chief school officers of the community and the state from which the violation is reported.

The Commission is further vested with authority to expel a member from the National Education Association for flagrant violation of this Code.

The members of the core committee are: W. P. King, Louisville, Ky., *chairman;* H. Claude Hardy, White Plains, N. Y.; Ward G. Reeder, Columbus, Ohio; Kathora Remy, San Antonio, Texas; and Henry Lester Smith, Bloomington, Ind.

The present term of the Committee ends at the 1941 convention.

COMMITTEE ON COOPERATIVES [1]

After consultation with many persons, the Committee decided to try to get a picture of the cooperative activities going on at the present time. It was agreed that the advisory members in each state would survey the cooperatives in that state. As a result of the survey, one illustration in each state was chosen. The state advisory groups gave considerable publicity to these illustrations of cooperatives that were chosen in the various states.

The next step is for the core committee to select the better illustrations from the choices of the advisory committee and to publish the best of these state reports. It is the opinion of the core committee that the procedure described above has been most valuable. The Committee further believes that only good can result from better acquaintance on the part of teachers with the progress and achievements of the cooperative movement.

The Committee recommends that continued steps be taken to make teachers aware of the advantages and limitations of the cooperative movement.

The members of the core committee are: Harold F. Clark, New York City, *chairman;* Inez Ahlering, Evansville, Ind.; R. S. Ihlenfeldt, Madison, Wis.; Herbert G. Lull, Emporia, Kans.; and Mary B. McAndrew, Carbondale, Pa.

The present term of the Committee ends at the 1941 convention.

COMMITTEE ON CREDIT UNIONS [2]

As a result of the activity of the Committee at the Milwaukee convention, many inquiries about credit unions have been received and followed up. A few will result in the formation of new credit unions.

A meeting of the Committee was held at Atlantic City on Tuesday, February 25, 1941. The morning session was given over largely to the discussion of credit union problems. At the afternoon session specific recommendations were made as part of a definite credit union expansion program.

[1] Adopted by Representative Assembly, July 2, 1941.
[2] Adopted by Representative Assembly, July 2, 1941.

The following were among the most important:

1. That the work of the Committee on Credit Unions be incorporated as a part of the teacher welfare program of the Association.

2. That, in view of the impressive results following the Milwaukee convention, exhibit space for credit union educational material be obtained at the 1941 convention.

3. That a letter announcing a service for both information and speakers on credit unions be sent to all officers of local teacher associations. This letter has been sent, and many replies are being received.

4. That a publicity editor be appointed to prepare a series of articles on teacher credit unions for publication in the *Journal* and in state association magazines. John Locke of Cincinnati has since accepted the appointment and will submit definite plans at the 1941 convention. These articles are to appear from time to time in the year 1941-42.

5. That the members of the Committee be urged to inform themselves fully about credit unions so that they may become focal points of credit union information and enthusiasm in their local communities. To do this effectively the changes in the personnel of the Committee from year to year should be held to a minimum.

The members of the core committee are: Leslie A. Pinkney, Kansas City, Mo., *chairman;* G. G. Gudmundson, Roselle Park, N. J.; J. C. Howell, Detroit, Mich.; James E. Moran, Waterbury, Conn.; and Linnie B. Wilson, Tulsa, Okla.

The present term of the Committee ends at the 1942 convention.

COMMITTEE ON EQUAL OPPORTUNITY [1]

The general plans formulated for the year 1940-41 were as follows:

1. Continue the policy of the previous year in attempting to establish an active committee in each state.

2. Prepare material for state and local committees on uniform state teachers' contracts, single-salary schedule, and other data as requested by state committees.

3. Prepare short articles for state journals on the major problems under consideration.

4. Prepare study procedure suggestions for state committees on their special problems.

5. Make a general survey on the subject of legal status of women, as called for in the 1940 resolutions.

6. Send letters to state directors and executive secretaries requesting their assistance and cooperation in contacting state committees and in obtaining information on the problems in the various states.

7. Carry forward the work by assigning each member of the core committee a region of ten or more states or territories.

During the year the Committee has:

1. Assisted in organizing several state committees on equal opportunity.

2. Assisted the various state committees by preparing material and collecting data relative to their problems.

3. Prepared short articles for state journals on (a) the teachers and equal opportunity, (b) single-salary schedule, (c) uniform state teachers' contracts, and (d)

[1] Adopted by Representative Assembly, July 2, 1941.

legal status of women. These were published by many editors, and additional copies were sent to local committees.

4. The Committee and the headquarters staff prepared six study procedure outlines for committees to use in studying their special problems.

5. Four members of the core committee met in Atlantic City on February 24 and 25, 1941. A meeting of the advisory members was held on February 25, with reports given from eighteen states.

6. The 1941 report of the Committee, *Pertinent Problems of Equal Opportunity,* including a section on the legal status of women, has been published.

The Committee recommends that study and action be continued along the following lines:

1. Continue the work with state committees.

2. Make a survey of interstate barriers for teachers.

3. Prepare additional study procedure suggestions as requested by state and local committees.

4. Prepare short articles for state and local publications, showing the progress in several states and giving data on present problems.

5. Make a survey of the achievements in various states with a brief account of methods and procedures used.

The members of the core committee are: R. L. Hunt, State College, N. Mex., *chairman;* Helen Bradley, Cincinnati, Ohio; Anna J. Masterson, Lowell, Mass.; Mary E. Morris, Denver, Colo.; and Harold Templeman, Cedar Rapids, Iowa.

The present term of the Committee ends at the 1941 convention.

COMMITTEE ON INDIVIDUAL GUIDANCE [1]

The principal activity of the Committee has been correspondence with members of the advisory committee concerning practical methods of promoting the individual guidance emphasis under widely varying educational conditions. In some instances requests for advice have been met by the members of the core committee from their own experience. In other instances inquiries have been referred to appropriate sources for information. This clearinghouse function has been limited by the time which members of the Committee could spare from their regular duties and has been useful chiefly to those who are considerably advanced already in their thinking about individual guidance.

As a contribution to the current program of the Association for stimulating teachers to do their part in supporting, defending, and improving American democracy, the Committee is distributing to members of the advisory committee a statement concerning the part our schools can play in developing among their pupils a sense of vital, personal responsibility for preserving our democracy.

The members of the core committee are: Herbert R. Stolz, Oakland, Calif., *chairman;* Edwin A. Lee, Los Angeles, Calif.; Mrs. Eleanor V. Sickler, Christmas, Ariz.; Paul Stevens, Wheat Ridge, Colo.; and Elizabeth L. Woods, Los Angeles, Calif.

The present term of the Committee ends at the 1941 convention.

[1] Adopted by Representative Assembly, July 2, 1941.

COMMITTEE ON INDUCTION INTO CITIZENSHIP[1]

Working thru state education associations, state departments of public instruction, and colleges and universities, the Committee on Induction into Citizenship has attempted to develop the New Voter Preparation and Recognition Program in every state. The United States Immigration and Naturalization Service and the American Legion have actively supported the program thru organized cooperative effort. Many civic organizations have assisted local educational authorities in various communities to organize and carry out the program.

The American Citizens Handbook was published by the Committee and made available to new voters and other citizens at cost. This valuable book was made possible by the efforts of members of the headquarters staff.

A nationwide radio broadcast was arranged by the Committee, featuring Vicepresident Wallace, Speaker Sam Rayburn, and Justice Justin Miller of the District of Columbia Court of Appeals. This program was carried to the homes of America on Citizenship Day, May 18. The President of the United States by proclamation designates the third Sunday in May as the day for the common observance of new voter recognition ceremonies. The Joint Congressional Resolution providing for this proclamation was introduced at the request of our Committee and passed by Congress in January 1940.

This year the Committee recommended legislation in each state to provide finances and personnel adequately to develop the program under the supervision of the state department of public instruction. We recommended that each state prepare a syllabus to be used by the new voters in their forum meetings. We urged the cooperation of state education associations in developing the program in each state. We sought and received liberal publicity for the program thru the radio and the press. We distributed thru our committee members in each state materials arranged by R. J. Colbert of the University of Wisconsin. These materials were used in the preparation phase of the program.

The job to be done in the future is as big as the need for an enlightened and inspired electorate. We recommend that the Association charge the Committee on Induction into Citizenship to work diligently during the years immediately ahead that annually all new voters may have this essential preparation and recognition at the time voting has practical significance for the first time in their lives; that the Committee use every effort to make the program strictly educational; and that the Committee constantly guard against superficiality in the development of the total program in the various communities of our country.

The members of the core committee are: Hugh S. Bonar, Manitowoc, Wis., *chairman;* Lucile Batdorf, Oakland, Calif.; Doak S. Campbell, Nashville, Tenn.; Mrs. Johanna M. Lindlof, Brooklyn, N. Y.; and D. A. Van Buskirk, Hastings, Mich.

The present term of the Committee ends at the 1942 convention.

[1] Adopted by Representative Assembly, July 2, 1941.

COMMITTEE ON OFFICE OF EDUCATION CELEBRATION

Even before the period of the War between the States the National Education Association sought to establish a department of education in the federal government. Largely thru the persistent effort of the officers and members of the National Education Association a Department of Education was established in the federal government in 1867. It was soon changed to an Office of Education, then to a Bureau of Education, and a few years ago it was changed again to an Office of Education. During this entire period, the officers of the National Education Association have wholeheartedly supported the work of the commissioner of education and his staff.

As the Office of Education approaches its seventy-fifth anniversary in 1942, the Executive Committee of the Association thought it fitting and proper that a committee be created to sponsor the celebration of the seventy-fifth anniversary of the founding of this important office. The Committee was created and the president will name the personnel for carrying forward this work.

The term of the Committee will expire with the culmination of the celebration in 1942.

COMMITTEE ON SUPPLY, PREPARATION, AND CERTIFICATION OF TEACHERS [1]

The Committee on Supply, Preparation, and Certification of Teachers took the view that its first task was to formulate in practical terms a valid concept as to what factors must enter into the preparation of a teacher. Approximately two hundred educators cooperated with the core committee in stating this concept in the form of a Platform of Principles. The Platform of Principles has been published in a sufficient number of state educational journals to reach approximately 350,000 teachers.

The core committee, after stating its concept of teacher education, began to examine the possibilities of studying the problem of supply and demand, and secured the services of the headquarters staff in the preparation of a handbook which could become the basis of a program of action in the study of teacher supply and demand. This is now available.

The Committee has by no means completed the work which falls in the area of teacher preparation and certification, nor all of that which seems to merit the immediate attention of the National Education Association. In this connection the following considerations seem pertinent:

1. One of the major concerns of the National Education Association at all times should be teacher preparation and certification in order to maintain a wholesome balance with our concern for such factors of welfare as tenure, retirement, and adequate salaries. The Association has committees dealing with welfare phases of teacher relations. The Committee on Supply, Preparation, and Certification of Teachers has taken the first step toward the formulation of a guiding concept for teacher preparation. In order that this concept may continue to be an ever evolving concept and a guide in the formulation and evaluation of teacher-preparing programs, some group should be responsible for its evolution.

[1] Adopted by Representative Assembly, July 3, 1941.

2. It is believed that a committee of the Association could secure the cooperation of state departments of education, the U. S. Office of Education, and the state education associations in developing a uniform system of teacher accounting which ultimately will be accepted in its major essentials by all the states. This uniform system, when established, will make it possible to get on a nationwide basis valid information on teacher supply and demand.

3. It is believed that some professional body should take the lead in attacking the numerous problems associated with migration of teachers as it affects supply and demand.

Your Committee, therefore, makes the following recommendations:

1. The Committee on Supply, Preparation, and Certification of Teachers should be discharged at the close of the 1941 convention and a Committee on Teacher Preparation and Certification should be created to implement the handbook and to deal with such further problems as
   a. Maintaining an evolving national concept of teacher preparation and studying the status of teacher preparation in the light of this concept
   b. Studying problems of migration of students and of teachers as it influences supply and demand within specific areas
   c. Exercising leadership in securing the cooperation of state departments of education, the U. S. Office of Education, and state education associations in developing a uniform system of teacher accounting.
2. The Committee on Teacher Preparation and Certification should, in the beginning, include some of the present members of the Committee on Supply, Preparation, and Certification of Teachers.

The members of the core committee are: R. E. Jaggers, Frankfort, Ky., *chairman;* Earl Anderson, Columbus, Ohio; Mrs. Emery Lively, New Orleans, La.; Joseph Rosier, Fairmont, W. Va.; and Mrs. Lorene York, Bismarck, N. Dak.

The present term of the Committee ends at the 1941 convention.

COMMITTEE ON TAX EDUCATION [1]

The Committee on Tax Education for several years has encouraged local and state groups to study tax problems. It has served as a clearinghouse of bulletins and leaflets on taxation. Local school systems have been encouraged to develop study units in taxation for classes in civics and economics. Several state associations merit special commendation for the excellent materials on taxation that they have distributed to the public. In 1940-41 the Committee devoted its attention to the following projects:

1. Information is in process of being accumulated that will provide an up-to-date and complete chart of the problems on taxation and school finance for each of the states. This will furnish a basis of more intelligent help to the states on the problems that most concern them. During the course of the year, the Committee has been able to provide some help to a few of the states.

2. The Committee learned of a widespread and well-organized campaign, planned on a nationwide basis, to secure the adoption of over-all tax limitations. This campaign and its objectives were brought to the attention of all the states and were followed up by five different releases prepared jointly by the Committee and the headquarters staff. The releases were designed to provide assistance in meeting these threats to the school finances in those states where the campaign was being

[1] Adopted by Representative Assembly, July 2, 1941.

carried on. Only incomplete reports are available but there are a number of cases of marked success in defeating this threat to school finance.

3. A considerable amount of work has been done to bring about reforms in the administration of federal property in relationship to the financing of the schools. This problem is especially acute in the western public land states, where the federal holdings are usually in excess of half the land area, but it is becoming more important in many of the other states. A great deal of information has been compiled and contacts have been made with federal agencies, a number of which have for some time been working on a modification of the existing policies. We are anticipating that, as these reforms are formulated, the interests of education will be given much more consideration than in the past. To further this project a regional conference was held in Salt Lake City on May 9 and 10 at which representatives from the eleven western states spent two days in study of these problems and in an attempt to formulate a more effective program as it relates to revenue from the national forests, mineral holdings, power holdings, grazing lands, public parks, and other federal property, together with problems of administration of state school lands, tax reverted lands, and permanent school funds.

4. Work has been continued on more effective plans for carrying on tax education and specific help has been provided in a number of cases.

The Committee makes the following recommendations:

1. That the term "school finance" be included in the title of the Committee to conform more nearly to the functions as outlined by the Representative Assembly and to the work as it is now being carried on.

2. That the Committee be adequately supported so that projects now underway and others within the field of its functions as already prescribed can be carried to a successful conclusion.

The members of the core committee are: J. R. Mahoney, Salt Lake City, Utah, *chairman;* Cecile Dacey, Detroit, Mich.; LeRoy A. King, Indiana, Pa.; Martin Wilson, White Plains, N. Y.; and Robert H. Wyatt, Indianapolis, Ind.

The present term of the Committee ends at the 1942 convention.

IV. Joint Committees

The joint committee is one form of cooperation between the National Education Association and other organizations with mutual interests in specific projects. Each organization appoints a total of three to five persons, usually a new member each year. Joint committees elect their own chairmen.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LEGION [1]

At the time of its establishment in 1938, the Committee centered attention upon need of federal support for public education. President Donald DuShane extended the assignment for the year 1940-41 to include "things which would be most helpful in bringing about proper relationships between the forces of the National Education Association and the American Legion in the establishment of a sound program of public education." Destructive criticism of educational service and personnel from many sources in recent months has proved the wisdom of more intensive effort for unity of purpose and cooperative procedure in behalf of citizenship.

[1] Adopted by Representative Assembly, July 2, 1941.

The Committee itself could not hope to measure up to the obligations of President DuShane's assignment. Fortunately, 12,000 Legionnaire-schoolmasters have the combination of experience and training essential to the promotion of understanding and goodwill in both patriotic and professional organizations. The Committee is now engaged in the enlistment of these fellow-workers in a continuing campaign toward common educational objectives of the National Education Association and the American Legion.

All are agreed upon the fundamental requirements of citizenship for the American way of life. It could not be otherwise when the schools have nourished the spirit of patriotism that demands loyalty to one another and to institutions. Consequently, the task of the present is to find ways and means of realizing these common objectives. Authorities have determined the financial needs of the schools thruout the country. Technics for the distribution of funds are available. Appropriations wait upon understanding of needs and mutual confidence essential to all phases of effort for common defense and common welfare. The response of youth to obligations in the present emergency gives the inspiration to carry on in the future.

The Committee expresses appreciation for the assistance of the headquarters staff and many fellow-workers, and recommends adherence to the policies now in force with appropriations necessary to effective service.

The members of the Committee are: (a) representing the National Education Association—Charles F. Dienst, Lincoln, Nebr., *chairman;* Fred D. Cram, Cedar Falls, Iowa; J. Frank Faust, Chambersburg, Pa.; Raymond D. Meade, Chicago Heights, Ill.; John G. Pipkin, Little Rock, Ark.; and J. N. Poche, New Orleans, La.; (b) representing the American Legion—William D. Schwartz, Charleston, S. C., *chairman;* C. Richard Allen, Camden, N. J.; Frank Estabrook, Nampa, Idaho; Frank T. Sullivan, Lawrence, Kans.; and J. J. Twomey, Lawrence, Mass.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN LIBRARY ASSOCIATION [1]

The Committee has concentrated its efforts in 1940-41 upon the completion of its study on *Schools and Public Libraries Working Together in School Library Service.* This study is a joint product of the Committee and of the headquarters staff, the factual data and the organization of the report being contributed by the staff and the opinions and recommendations representing the point of view of the Committee, in the light of the research findings thus presented. Funds for printing 5000 copies of the report have been provided by the two cooperating associations. Detailed plans for distribution and promotion of the report have been worked out including articles to be written by Committee members for professional magazines.

Continuing its policy of issuing leaflets pertaining to library problems, the Committee printed for wide distribution 5000 copies of a leaflet on *Choosing and Buying Books for School Libraries.* This leaflet was prepared by a member of the Committee, Oscar H. McPherson, of Lawrenceville,

[1] Adopted by Representative Assembly, July 2, 1941.

N. J. Copies were available at the Atlantic City convention of the American Association of School Administrators.

An effort has been made to give advisory service on library matters by personal contacts at the exhibit booths at the conventions of the American Association of School Administrators and the National Education Association. Valuable assistance has been given to the Committee by local librarians in arranging for the advisory services at conventions.

The Committee has sent requests to a large number of state and national educational associations urging that school libraries be included in planning programs for the associations. The correspondence has been handled by individual members of the Committee, each of whom accepted responsibility for communicating with certain groups of associations. These efforts have met with an encouraging response.

The Committee believes that one of its chief functions is that of interpretation and implementation of its research studies. The Committee has planned, therefore, to engage in a year of intensive promotional activity on the development of school libraries and the spread of information about the school library thru state, regional, and other educational meetings. Altho the Committee's program is broader than that of merely making studies, it is recommended that consideration be given by the headquarters staff to certain subjects selected by the Committee members as being most in need of study.

The members of the Committee are: (a) representing the National Education Association—Chloe C. Baldridge, Lincoln, Nebr.; William H. Bristow, New York City; B. Lamar Johnson, Columbia, Mo.; Edith A. Lathrop, Washington, D. C.; and S. M. Stouffer, Wilmington, Del.; (b) representing the American Library Association—Martha Manier Parks, Nashville, Tenn., *chairman;* Margaret Cleaveland, Cleveland, Ohio; Charles W. Dickinson, Jr., Richmond, Va.; Anna Clark Kennedy, Albany, N. Y.; and Oscar H. McPherson, Lawrenceville, N. J.

JOINT COMMITTEE ON HEALTH PROBLEMS OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN MEDICAL ASSOCIATION [1]

The primary purposes of the Committee are: (a) to foster a better understanding between educators and physicians, and (b) cooperatively to study problems related to school health programs. These purposes are achieved thru symposiums, committee discussions, and published reports.

For the past several years the Joint Committee has conducted symposiums at the annual meetings of the American Association of School Administrators and of the American Medical Association. The symposium at the 1941 convention of the A.A.S.A. centered around the topic "Inherent Responsibilities for School Health Education." Various phases of this topic were discussed by school administrators, physicians, public health officials, and directors of health education. At the 1941 meeting of the American Medical Association, there will be discussions on (a) school sanitation, (b) the health aspects of curriculum and extracurriculum school schedules, and

[1] Adopted by Representative Assembly, July 2, 1941.

(c) health practices in relation to health instruction. These meetings afford a valuable medium for physicians and educators to exchange views on health problems of school children and thus each professional group broadens its interest and understanding.

During the year, two reports of the Committee have been published. *Health Education—A Guide for Teachers in Elementary and Secondary Schools and Institutions for Teacher Education* is the second revision of a report first published in 1924. With the help of more than fifty leaders in education, medicine, dentistry, nursing, and allied groups, the report was completely rewritten and rearranged. Previous editions of this report have been "best sellers"; similar success is anticipated with the current edition. *The Nurse in the School* resulted from cooperative efforts of the Joint Committee and the National Organization for Public Health Nursing. Planned particularly for school administrators, it points to the contributions school nurses make to modern health education programs.

During the coming year the Committee will sponsor reports relating to (a) the educational and nutritional aspects of school lunches, (b) the mid-morning lunch period, and (c) lunchroom sanitation. There has also been initiated a study of problems related to the administration of school health programs. The Committee has formulated plans for a meeting of representatives of all departments of the National Education Association which make a contribution to the health education of pupils so that all may secure a better understanding of the entire school health program.

Members of the Committee are: (a) representing the National Education Association—Charles C. Wilson, Hartford, Conn., *chairman;* N. P. Neilson, Washington, D. C.; Fannie B. Shaw, Atlanta, Ga.; George D. Stoddard, Iowa City, Iowa; and Anne Whitney, Milton, Mass.; (b) representing the American Medical Association—Isaac A. Abt, Chicago, Ill.; W. W. Bauer, Chicago, Ill.; Arthur J. Chesley, St. Paul, Minn.; Edward Jackson, Denver, Colo.; and Thurman B. Rice, Indianapolis, Ind.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE AMERICAN TEACHERS ASSOCIATION [1]

President DuShane, with the approval of the core committee to cooperate with the American Teachers Association, authorized the creation of a Joint Core Committee of the N. E. A. and the A. T. A. and asked the American Teachers Association to form a core committee of five. This Joint Committee held its first meeting in the headquarters building November 12, 1940. The Committee approved continuation of the three subcommittees: (a) Moving Picture Projects, (b) The Treatment of the Negro in Textbooks, and (c) The Radio Project. It set up a new Subcommittee on National Defense with Howard H. Long as chairman.

Since our major work is done thru subcommittees, a brief report of each follows:

[1] Adopted by Representative Assembly, July 2, 1941.

1. Moving Picture Project, Charles S. Johnson, chairman—The Subcommittee on educational motion pictures depicting Negro life reports two completed films, with the making of which it has had some connection, and one in planning.

In June 1940 the General Education Board made available $12,000 for use by the American Film Center, in developing a story of Negro life, with particular emphasis upon southern rural education.

The sound film, ably directed by Ralph Barlow and Felix Greene, with music by Roy Harris, is now available under the title "One-Tenth of a Nation."

The National Tuberculosis Association produced an educational film with health as the central theme, under the title "Let My People Live." Using a professional cast and music by the famous Tuskegee Choir, the film achieves an artistic quality which has created a demand both by educational groups and by commercial circuits. A second venture is being planned by the same association, following the success of "Let My People Live."

Members of the Subcommittee have held advisory roles in the planning and development of these pictures. Their success is evidence of the practicability and value of this medium in the field of race relations and education.

2. The Treatment of the Negro in Textbooks, U. W. Leavell, chairman—The analysis of the content of textbooks, both basal and supplementary, under current adoption in the southern states reveals some deletion of material unfavorable to the Negro. There has been a gradual increase in the number of textbooks dealing wholly with the Negro. There has been a growing demand for materials of this type in schools and libraries.

Curriculum guides today more frequently include outlines for unit studies on the history and achievement of the Negro. There is an increasing demand for material on the Negro and his contribution to American culture, as well as a more natural inclusion of a consideration of the Negro in studies that involve basic cultural areas.

3. The Radio Project, Mildred C. Babcock, chairman—The major project this year has been to work with M. O. Bousfield, chairman of the Education Committee of the National Medical Association, in an effort to create a Subcommittee on Radio in that organization. In December 1940 this newly created committee met with the Joint Subcommittee of the N.E.A. and the A.T.A. at the Harlem Health Center in New York City with John B. West, chairman. An extended program is to be carried to the various states, beginning in Alabama with H. Councill Trenholm, chairman of the committee for that state. Health programs, developed and presented by Negro physicians in Alabama, will be presented over the radio with a view to improving health conditions for the rural population. These programs are to be developed in one state at a time with a committee of residents of the state. They will work with the state health officers, state medical associations, and interested citizens.

4. National Defense, Howard H. Long, chairman—Due to the pressing need for action, the chairman of this Subcommittee, because of his location in Washington and easy access to important government agencies, proceeded at once upon the work of the Committee. From the beginning the Subcommittee has acted jointly with other committees having the same purpose. Our Subcommittee has been represented in important meetings of other committees and in conferences with government, labor, and employment representatives. These activities have reached with appreciable results nearly every important agency concerned with our problem.

The members of the Committee are: (a) representing the National Education Association—S. L. Smith, Nashville, Tenn., *chairman;* P. H. Easom, Jackson, Miss.; N. C. Newbold, Raleigh, N. C.; Garnet C. Wilkinson, Washington, D. C.; and Fannie C. Williams, New Orleans, La.; (b) representing the American Teachers Association—Mildred Babcock, New York City; Ambrose Caliver, Washington, D. C.; Howard H. Long, Washington, D. C.; H. Councill Trenholm, Montgomery, Ala.; and Mary Williams, Charleston, W. Va.

JOINT COMMITTEE OF THE NATIONAL EDUCATION ASSOCIATION AND THE NATIONAL CONGRESS OF PARENTS AND TEACHERS [1]

This Committee was organized in 1929. It has usually met at the annual conventions of the parent organizations. Heretofore members have been appointed for one-year terms.

Experience showed the time of meeting to be so crowded with activities that little consideration could be given to fundamental principles of close cooperation between these two complementary groups. The rapid turnover in committee membership made continuity difficult if not impossible.

In spite of these handicaps the groundwork for fine cooperative effort had been laid and a vision of the possibilities had so stimulated the Committee that in 1940 it recommended a thoro reorganization which has since been carried out. As a consequence the present members were appointed for terms of one, two, and three years; one representative from each organization to retire annually hereafter and future appointments to be for a term of three years. The Committee now proposes to meet at convention time and at such other times during the year as seem necessary and wise.

The Committee finds:

1. That fine cooperation is already established between state education departments, the National Education Association, and the National Congress of Parents and Teachers in many states and that this cooperation has contributed measurably to the progress of school legislation, school programs, and community understanding of schools.

2. That there is, on the part of each organization, an increasing desire to understand, interpret, and complement the work and policies of the other. An example is the interpretation of the Educational Policies Commission reports by the *National Parent-Teacher.*

3. That there is need now, in greater measure than ever before, for the closest understanding and cooperation between school people, parents, and other citizens. Without these, education cannot possibly contribute its intended part to the lives of young Americans. The two organizations represented by this Committee are in a most strategic position to initiate, foster, and enhance the understanding and cooperation so vitally needed now.

The Committee proposes to present to the National Congress of Parents and Teachers at its convention and to the National Education Association at its convention a report of progress and to make several concrete proposals which it believes worthy of intensive study and carefully planned joint action.

The members of the Committee are: (a) representing the National Education Association—Ralph Irons, Evansville, Ind.; Carmelite Janvier, New Orleans, La.; and Agnes Samuelson, Des Moines, Iowa; (b) representing the National Congress of Parents and Teachers—Howard V. Funk, Bronxville, N. Y., *chairman;* Mrs. W. A. Hastings, Madison, Wis.; and Mrs. William Kletzer, Portland, Ore.

[1] Adopted by Representative Assembly, July 2, 1941.

V. Commissions and Councils

The National Education Association has created certain special deliberative bodies known either as councils or as commissions. These groups usually operate in large areas of professional interest under the general supervision of the Executive Committee.

EDUCATIONAL POLICIES COMMISSION [1]

A review of the activities of the Educational Policies Commission during the year ending May 31, 1941, must recognize at least seven important new developments. These follow in chronological order:

In June 1940 the Commission issued a brief report entitled *For These Americas*. This statement urged that programs for developing inter-American friendship recognize the importance of education at all levels—elementary, secondary, higher, and adult. Other projects in this field are under consideration. During the year, eight of the Commission's smaller publications have been translated into Spanish and circulated in Latin America.

In July 1940 a special session of the Commission issued *Education and the Defense of American Democracy*. This statement outlined a program of national defense in its military, economic, and moral aspects, and indicated the contribution which education could make in each area. The report summoned the teaching profession to come to grips with the needs of the hour and to direct the vast resources of education to the task of increasing civic understanding, loyalty, and intellectual competence among all citizens. To assist in carrying out these recommendations, the Commission has been issuing a National Defense News Letter which brings to all interested persons information useful in keeping the responsibilities of education in touch with the national defense program.

In October 1940 the report of the Commission's study of the teaching of intelligent civic loyalty in the schools was published under the title *Learning the Ways of Democracy*. This substantial volume gives an account of the methods used in administration, teaching, course of study, student government, evaluation, and community relations to develop intelligent civic loyalty. The schools and school practices described in the report are based on firsthand observations by the staff of the Commission in ninety secondary schools in twenty-seven states. The last chapter, constituting a checklist whereby a school may evaluate its program of citizenship education, has been published separately under the title *Where Stands Your School?*

In November 1940 the Commission began a series of thirty regional conferences, at which carefully selected educators and laymen met for consideration of ways and means thru which the schools might improve their program of citizenship education. The experiences of the schools represented in *Learning the Ways of Democracy* were drawn upon and other channels for information and suggestion were utilized. Approximately 4000 persons attended these conferences in the closed sessions and a considerably larger

[1] Adopted by Representative Assembly, July 2, 1941.

number attended the open evening sessions which were held at most of the conference centers. Proceedings of each of the thirty conferences have been prepared and sent to those who attended and to all others who expressed an interest in the findings.

In December 1940 the executive committees of the National Education Association and the American Association of School Administrators, meeting in joint session in Chicago, voted to continue the existence of the Educational Policies Commission for another four years. Funds for the financing of the Commission have been made available by joint action of the General Education Board, the National Education Association, and the American Association of School Administrators. Approximately 75 percent of the members of the Commission were reappointed, with provision for further change by rotation in office of 25 percent of the elected members each year.

In January 1941, at the suggestion of the National Committee on Education and Defense, the Commission invited to Washington the representatives of eight city school systems who worked with the staff in drafting teaching materials for use in studying the national defense program. As a result of two weeks' work by this group, the following six pamphlets were prepared: *Our Democracy; How May We Defend Democracy?; Suggestions for Teaching American History in the Present Emergency; The School: An Arsenal for Democracy; How You Can Strengthen Democracy;* and *Current Documents on Democracy*. These have been widely used in various school systems.

In May 1941 the Commission published *The Education of Free Men in American Democracy*. This was the last, and in a sense, the culminating or summary volume in the series published by the Commission to date. It enumerates the knowledges, loyalties, and disciplines that are necessary for preparation for the life of freedom in American democracy today, placing these requirements against the setting of a world in the grip of struggle and destruction.

Plans for the activities of the Commission during the fiscal year 1941-42 call for continued activity in the formulation of educational policy, in promoting the study and use of policies already issued by the teaching profession and by the general public, and in implementing these policies into the ongoing program of the schools to the greatest degree possible consistent with the resources of the Commission.

The steering committee for 1940-41 included: Alexander J. Stoddard, Philadelphia, Pa., *chairman;* J. B. Edmonson, Ann Arbor, Mich.; Willard E. Givens, Washington, D. C.; Sherwood D. Shankland, Washington, D. C.; and George D. Strayer, New York City.

JOINT COMMISSION ON RESOURCES AND EDUCATION [1]

The Commission is jointly sponsored by the National Education Association and the Progressive Education Association. Its work during 1940-41 has been to continue its efforts (a) to arouse the educational profession to the problem of conserving our natural and human resources and planning

[1] Adopted by Representative Assembly, July 2, 1941.

for their better utilization, and (b) to demonstrate to the resource experts and the planners that public education can and should carry an important role in developing public understanding of resource planning.

The major portion of the original grant from the General Education Board of approximately $20,000 has been used experimentally to assist two summer workshops in the Pacific Northwest (University of Washington and Reed College) and three workshop groups in the Southeast (George Peabody College, University of Tennessee, and University of Kentucky). The several hundred teachers who worked in these summer workshops with experts in resources and planning have from time to time during this current school year reported to the Commission on their success in developing learning experiences for pupils around conservation and planning problems. The reports from these teachers are most encouraging and convince the Commission that teacher education on these problems can be effective.

The Joint Commission on Resources and Education has had joint conferences with the National Resources Planning Board and numerous agencies working in this area. The Commission has stimulated research and authorship in preparing teaching materials on these problems.

The National Resources Planning Board has asked the chairman to become a member of the National Resources Planning Board staff. This relationship should make for even more effective work during the coming year.

The Joint Commission on Resources and Education respectfully submits as its recommendation: The National Education Association and the Progressive Education Association shall continue the present membership of the Joint Commission and further encourage the Commission in its work.

The members of the Commission are: (a) representing the National Education Association—Willard E. Givens, Washington, D. C.; Howard Odum, Chapel Hill, N. C.; Ruth West, Spokane, Wash.; and Ray Lyman Wilbur, Stanford University, Calif.; (b) representing the Progressive Education Association—Paul R. Hanna, Stanford University, Calif., *chairman;* C. L. Cushman, Washington, D. C.; Lewis Mumford, Brooklyn, N. Y.; and Frederick Redefer, New York City; (c) joint appointees—Harold Hand, College Park, Md.; and J. W. Studebaker, Washington, D. C.

LEGISLATIVE COMMISSION [1]

The chief activities of the Legislative Commission during 1940-41 have been in connection with federal aid for education. During the past two years the Commission worked actively in support of S. 1305, known as the Harrison-Thomas Bill, based on the recommendations of the President's Advisory Committee on Education. After a favorable report on S. 1305 was made by the Senate Committee on Education and Labor, no further action was taken by the Seventy-Sixth Congress and the bill died on the Senate Calendar and in the House Committee on the adjournment of the Seventy-Sixth Congress.

[1] Adopted by Representative Assembly, July 2, 1941.

Recently, circumstances have arisen making necessary a reconsideration of the whole question of federal assistance to the states for public education. There is an urgent need for public school facilities in the areas of defense industries and activities. Unless federal funds are made available for this purpose by September 1, 1941, there will be at least 265,000 children in those areas without school facilities. The minimum amount requested for this purpose is $115,000,000. Recent federal court decisions interpreting the Fourteenth Amendment to the Constitution of the United States as affecting equal rights to education by minority racial groups have made it imperative that the states maintaining separate schools for separate races obtain funds for the payment of equal salaries to teachers with equal responsibilities and qualifications. An initial amount of $50,000,000 annually seems to be necessary to meet the requirements for equal salaries and for beginning the equalization of educational opportunities in other respects. In addition to these two immediate needs for federal appropriations to lessen inequalities of educational opportunity among and within the states, there is also a need for federal funds to provide for the children of federal employees living on federal reservations and properties. Recent investigations also show that there are at least 1,000,000 children of migratory workers who are in need of public school facilities.

The Legislative Commission, after holding two meetings of representatives of more than thirty national organizations interested in federal aid. drafted a bill to cover the needs enumerated above. This bill, S. 1313—to provide $300,000,000 annually to the states for the purposes stated previously—was introduced in the United States Senate on April 7, 1941, by Senator Elbert D. Thomas of Utah and Senator Pat Harrison of Mississippi. Hearings were held on April 28, 29, and 30 before the Senate Committee on Education and Labor. At the time of writing this summary, the Senate Committee has not made its report but it is fully expected that the bill will be reported favorably. No action in the House of Representatives is contemplated until the bill has passed the Senate.

The Executive Committee of the Legislative Commission respectfully submits the following recommendations:

1. That the resolutions of the Association favoring increased federal participation in the support of public education without control of educational policies of the states be reaffirmed and that S. 1313 be specifically endorsed.

2. That the Legislative Commission be instructed to continue its active support of S. 1313.

3. That the Representative Assembly urge state and local educational associations and lay organizations to conduct an active campaign in behalf of S. 1313 and utilize every legitimate means to see that members of the House of Representatives and of the Senate of the United States Congress be fully informed concerning the needs for federal aid for education and the merits of S. 1313.

4. That an active campaign for increased membership in the National Education Association be conducted in every state to help finance the work necessary to secure the enactment of federal aid legislation.

The members of the core committee are: Sidney B. Hall, Richmond, Va., *chairman;* Arvie Eldred, Albany, N. Y.; Ben G. Graham, Pittsburgh, Pa.; Frank Graham, Chapel Hill, N. C.; H. M. Ivy, Meridian, Miss.; Lloyd W. King, Jefferson City, Mo.; and J. A. Wells, Atlanta, Ga.

NATIONAL COUNCIL OF EDUCATION [1]

The Council has completed its membership, with particular reference to representation for the departments of the National Education Association and the state education associations. Added appointments announced were as follows: (a) *N.E.A. Departmental Representation:* Kindergarten-Primary Education, Amy E. Emery; Rural Education, Roscoe Pulliam; Vocational Education, Paul L. Cressman. (b) *State Education Association Representation:* Connecticut, Mary A. Campbell; Virginia, Frances S. Chase; West Virginia, D. B. Kraybill; Wyoming, A. L. Kenney.

Additions to elected members have been as follows: *Reelections:* E. G. Doudna, Ernest Horn, Minnie J. Nielson, E. E. Oberholtzer, Joseph H. Saunders, George D. Strayer, Guy M. Wilson, Annie C. Woodward. *New elections:* Frank Baker, Lyman Bryson, Harold F. Clark, Carroll R. Reed, Harry W. Rockwell, William S. Taylor.

After two formal discussions at the annual and midyear meetings, the Council has completed a membership vote upon theses on the following topics: (a) "The Relation of the Teacher to America's Changing Economic Pattern" (announced at Milwaukee); and (b) "The Control of Education" (announced at Atlantic City).

The Council has appointed the following named Committee on Educational Recommendations: Frank N. Freeman, *chairman;* Helen Bradley, William G. Carr, W. W. Charters, George S. Counts, Newton Edwards, Carter V. Good, Ben G. Graham, C. H. Judd, Paul R. Mort, F. W. Reeves, John W. Sexson, Frank W. Thomas, and Goodwin B. Watson.

Thru an elaborate program published and widely distributed before each meeting, the Council has produced highly organized materials proving in great demand to college professors in courses such as curriculum building and philosophy of education.

The National Council of Education is working as a constituent member of the National Committee on Education and Defense.

The February meetings of the National Council draw an attendance of from 800 to 1200. At the annual convention in late June the attendance is usually smaller.

The members of the executive committee of the Council are: L. A. Pechstein, Cincinnati, Ohio, *chairman;* Edgar G. Doudna, Madison, Wis.; H. V. Holloway, Dover, Del.; Mrs. Edith B. Joynes, Norfolk, Va.; Margaret Kiely, Flushing, N. Y.; and A. L. Threlkeld, Montclair, N. J.

[1] Adopted by Representative Assembly, July 2, 1941.

NATIONAL COUNCIL ON TEACHER RETIREMENT[1]

Prior to 1937 the National Council of Teachers' Retirement Systems functioned as an independent organization in cooperation with the National Education Association Committee on Retirement Allowances. During that year, by agreement, the National Council became a part of the National Education Association. The purposes, principles, and aims of the Council continue as before to be the establishment of a close relationship among the administrative officers and employees of established systems for the discussion of common problems and the mutual assisting of one another in the meeting of those problems; for the maintaining of sound, solvent, and adequate plans; for the aiding of teachers not covered by any retirement plan.

The matters of the declining interest return on invested funds; the gradual lengthening of life which seems to be the good fortune of pensioners; the Social Security Act, and its implications in respect to teachers covered by established funds and to teachers not yet included under the provisions of properly organized retirement plans—have been in the forefront of discussions.

At its eighteenth annual conference in February 1941, the National Council approved the following two motions:

1. To oppose any amendment or any act which will include public school employees in the national Social Security Act who now have or subsequently secure the protection of a sound local or state retirement or pension system.

2. To request the National Education Association for an appropriation of $5000 to carry out the work of the joint committee appointed by the National Education Association and the National Council to spread retirement information in those states where there are no retirement systems.

The headquarters staff of the Association has been of the greatest possible aid to the Council in collecting, assembling, and distributing facts and opinions on legislation and other matters relating to retirement systems. Two studies have been published during the current year—*Status of Teacher Retirement* and *Avocations of Retired Teachers,* the former as a research bulletin.

The Council is interested in aiding those teachers in states that do not have retirement systems to obtain proper coverage. Thus far those who are concerned with the management of the larger state systems have been of the opinion that the inclusion of teachers under the Social Security Act might preclude any possibility of establishing retirement systems and, for this reason, they have considered it most important that states which do not have systems at the present time proceed immediately toward the adoption of such plans. To this end it is suggested and requested that the secretary of each teachers association, or if there be such, the chairman of the retirement committee, send to the National Council on Teacher Retirement thru the headquarters staff a letter giving a detailed statement of the progress made and the obstacles encountered thus far in working toward the establishment of a retirement plan for teachers. An analysis of the steps already

[1] Adopted by Representative Assembly, July 2, 1941.

taken by the organization in furthering the establishment of a system, the attitudes of the teachers, the apparent attitude of the members of the legislature, as included in the statement, may make it possible for the Council to do something affirmatively that will be of real assistance. The knowledge and experience of secretaries of systems now operating, many of whom took part in the preliminary work which resulted in the establishment of their own systems, may be of help to those that do not presently have systems. Associations which favor inclusion of teachers under the Social Security Act are also urged to send a statement of their attitude in order that the Council may serve all the teachers on a nationwide basis.

The members of the executive committee of the Council are: Mildred Medinger, Baltimore, Md., *chairman;* Daisy Brown, St. Paul, Minn.; Mortimer Brown, Austin, Texas; Randolph T. Congdon, Albany, N. Y.; Jennie Roch, New Orleans, La.; P. C. Rogers, Baton Rouge, La.; and J. Y. Shambach, Harrisburg, Pa.

MEETING OF DEPARTMENT OFFICERS

On Monday morning, June 30, at the Boston convention following the close of the first general session a meeting of the officers of all departments was held with the executive secretary of the NEA presiding. The associate secretary of the NEA gave a summary of the work of all departments and discussed the common problems facing departments. A general discussion followed this presentation. The meeting was well attended and the results were encouraging.

A report on the departments of the National Education Association will be found on the following pages.

REPORT ON THE DEPARTMENTS OF THE NATIONAL EDUCATION ASSOCIATION

A roll call of the names of the twenty-seven departments of the National Education Association summons up a wide and inspiring variety of educational services. Five departments—Adult Education, Secondary Teachers, Secondary-School Principals, Elementary School Principals, and Kindergarten-Primary Education—serve various areas of instruction; eleven departments—Business Education, Garden Education, Health, Physical Education, and Recreation, Art, Vocational Education, Science, Social Studies, Speech, Music, Journalism, and Home Economics—are specialized in the interest of some particular field of study; eight departments—Elementary School Principals, Secondary-School Principals, School Administrators, Administrative Women in Education, Deans of Women, Educational Research, Classroom Teachers, and Supervisors and Directors of Instruction—are organized largely in terms of the various personnel functions in the school systems; two—Visual Education and Lip Reading—emphasize particular teaching methods or outcomes; four—Teachers Colleges, Special Education, Lip Reading, and Rural Education—give attention to particular segments of the total school population; two—Deans of Women and Administrative Women—are limited to women in certain aspects of school service.

The usefulness, prestige, and support of the parent association depend in no small measure on the strength of the departmental leadership and the loyalty and enthusiasm of the departmental members. It is equally possible for the departmental spirit of an organization either to strengthen or weaken the parent body. Strong departments can pull an organization to pieces or they can combine to give it the strength which comes from unity of purpose and diversity of method. Fortunately, the relationships between the National Education Association and its departments are of the latter type. The broad vision of our departmental leaders and their firm devotion to the common cause of education mean much to our Association.

The formal aspects of National Education Association department relations are few and simple. The Bylaws of the National Education Association cover only a few essential matters, leaving a wide range of detailed adjustments to be made on an individual basis. The essential regulations include the following:

1. No person is eligible to be a member in a department or to be elected as an officer of a department who is not an active member of the National Education Association.
2. No department may exclude any active member of the National Education Association from its professional program.
3. Departmental programs shall be prepared under the general direction of the president of the National Education Association. In practice, this leadership is very general in nature and leaves almost complete independence to the separate departments. At the present time, each department is limited to two formal sessions, except as otherwise directed by the president.

4. The secretary of each department shall furnish to the executive secretary of the National Education Association a copy of the proceedings of its meetings and, if a department has a membership fee, such fees must be transmitted to the executive secretary of the National Education Association. The funds of each department are used for the work of that department and are disbursed only on the recommendation of the executive officers of the department.

5. The bylaws of the department must be consistent with those of the National Education Association.

Beyond these general minimum requirements, there is given a large measure of independence to the separate departments. This freedom is reflected in the wide variety of programs which the departments conduct.

During the past year there have been several important changes in the departments. The Department of Classroom Teachers for the first time established an official headquarters in the National Education Association building in Washington. The Music Educators National Conference became a department of the National Education Association. The National Association of Secondary-School Principals moved its central offices from Chicago to the national headquarters. The National Council for the Social Studies, which had not employed an executive secretary until this year, employed such an officer and set up an office at the National Education Association headquarters. The Department of Special Education is consolidating its work with that of the International Council of Exceptional Children. The Departments of Business Education, Science Instruction, and Visual Instruction are hoping to employ headquarters secretaries during the coming year. The Department of Art Education has secured funds for a study of the training of teachers in that field.

A roll call of the achievements of the departments and of their activities is an interesting cross section of the work of our Association. Let us take just a few items at random for purposes of illustration. During the year, the Department of Adult Education began to correlate its work more closely with that of state adult education associations. The American Association of School Administrators and the Department of Home Economics published significant yearbooks on family life and education. The American Association of Teachers Colleges set up new standards for approving certain aspects of the work in teacher education. The American Educational Research Association sponsored the publication of a new encyclopedia of educational research. The Department of Elementary School Principals prepared a practical yearbook on *Language Arts in the Elementary School.* The Department of Garden Education made a survey of school gardens. The Department of Kindergarten-Primary Instruction emphasized the relationship of school and community. The Department of Lip Reading issued a national directory of lip-reading schools and teachers. The National Association of Deans of Women prepared a useful bibliography of personnel administration. The National Association of Journalism Directors completed a study of the status of journalism and of school publications in the high schools of the country. The Department of Speech Education has nearly completed an inspiring review of great

American orations and orators. The Department of Supervisors and Directors of Instruction has published an important yearbook on *Mental Health in the Classroom*. The Department of Vocational Education has been busy in the promotion of vocational training in the defense industries. These are some of the accomplishments of a few departments.

Nineteen of the twenty-seven departments publish periodical magazines. Seventeen of them publish other types of publications. Seven of them have full-time, paid secretaries and four others are planning to employ such staff members. All except four of the departments have annual dues. The committees of the departments cover a wide variety of topics. Four departments have committees on professional education and training, five departments have committees on guidance and placement, two departments have committees on family life education, two on academic freedom, four on radio in education, three on citizenship training, and two on student government. This again is only a sample of the committee work. All told, the National Education Association departments maintain during the year approximately sixty deliberative committees in addition to their executive, editorial, and administrative groups.

A more detailed review of the work of the departments follows:

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

PRESIDENT, *Anne S. Duggan*
EXECUTIVE SECRETARY, *Neils P. Neilson*

Efforts have been made to increase the efficiency of all routine services in the Association office so that these may be carried on with a minimum of delay.

The Association has sponsored the bill H. R. 10606 in the Seventy-Sixth Congress and the revised edition, H. R. 1074, in the Seventy-Seventh Congress. This bill would provide funds for physical education, health education, the wider recreational use of school facilities, and the development of school camps. Copies of the bills have been widely distributed and discussed.

The District and state associations have assisted the national office with a membership campaign.

A merger of the Women's Division, National Amateur Athletic Federation, with the American Association for Health, Physical Education, and Recreation was completed on June 15, 1940.

Special committees on general policies, convention setup, training standards for aquatic leaders, duties of officers, foreign relations, vocational guidance, and organizational setup have been active during the year.

Field work, including individual and group conferences, addresses to groups, and attendance at conventions, has been rendered in sixteen states.

Special projects have been undertaken in cooperation with the American Institute of Architects, the National Commission for Cooperative Cur-

riculum Planning, and the National Conference for Cooperation in School Health Education.

The Constitution and Bylaws of the Association have been modified. A Board of Directors and Representative Assembly will replace the Executive Committee and Legislative Council.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

PRESIDENT, *W. Howard Pillsbury*
EXECUTIVE SECRETARY, *S. D. Shankland*

Conventions—At Harrisburg in 1865 the superintendents of schools of the United States held their first convention. These meetings have grown steadily in size and in importance. The registration at the 1941 convention, held in Atlantic City last February, was 11,770. The program, based on the theme, "To Provide for the Common Defense: To Promote the General Welfare: To Secure the Blessings of Liberty," was well organized and inspiring. Plans are now under way for next year's convention at San Francisco.

Yearbook—Sales in 1940 exceeded those of the previous year by more than $3000. The 1940 yearbook was and still is a "best seller." The new yearbook is also proving popular. The administration of health programs and services in the schools is the theme of the 1942 yearbook. It will be followed in 1943 by a volume dealing with the problems of youth between the ages of eighteen and twenty-five.

Educational Research Service—This Service continues its valuable work as a clearinghouse of facts on school administration. Eleven circulars giving up-to-date material on current educational problems were issued during the year. Memorandums have been prepared for use in replying to the hundreds of requests for information which are received annually. The service is operated jointly with the Research Division of the National Education Association.

The Association has a membership fee of $5 per year, in addition to dues in the National Education Association. Dues for the calendar year 1940 were paid by 4439 members. Yearbook sales, the convention exhibit, and the Educational Research Service are other substantial sources of income.

Many departments and organizations concerned with school administration and supervision have no permanent staffs. The Division of Administrative Service was organized in 1923 to aid such groups. The executive secretary of the American Association of School Administrators acts as director, *ex officio,* of this part of the headquarters organization of the National Education Association.

AMERICAN ASSOCIATION OF TEACHERS COLLEGES

PRESIDENT, *George A. Selke*

SECRETARY-TREASURER, *Charles W. Hunt*

The American Association of Teachers Colleges, a department of the National Education Association, completed its twenty-fourth year with the February meeting at Atlantic City. Membership in the Association is institutional. It is in effect a "school for executives." The Association is represented on national committees such as the Commission on Teacher Education and the National Committee on Education and Defense.

Standards and survey—The program of the Association is built around the two standing Committees—Standards and Surveys, and Accrediting. During the past year the Committee on Standards and Surveys has begun or continued investigations in respect to the library, the extension activities, the student teaching arrangements, and the personnel program in teachers colleges. These investigations resulted in the adoption of two new Standards, one on the Educational Program and one on Appointment, Academic Freedom, and Tenure.

The Committee on Accrediting—This Committee canvasses the annual reports filed by institutions on the accredited list, and establishes the list. One hundred and fifty-nine institutions out of a total membership of 185 are on this list. The Association at its last meeting voted to make membership open, after 1942, only to those on the accredited list, a further step in the program which was begun in 1927. For the first time the Association began the accrediting of work for the master's degree. Inspections of about half the institutions offering such work were made during the past year and the Association looks forward to the publication of an approved list in 1942.

A yearbook containing the addresses at the annual meeting and the reports of committees was published as usual. A house bulletin comes intermittently from the secretary's office.

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

PRESIDENT, *T. R. McConnell*

SECRETARY-TREASURER, *Helen M. Walker*

Meetings—Two meetings were held during the year. The summer meeting, pointed primarily to discussions of interest to classroom teachers, was held in Milwaukee, Wisconsin, in July 1940. The annual meeting was held in Atlantic City, New Jersey, February 22-25, 1941. In addition to the various group meetings and special sessions devoted primarily to the problems and appraisals of research methods, technics, and publications, the Association held its annual business meeting and annual banquet, the latter celebrating the twenty-five years of the A.E.R.A., with B. R. Buckingham as the speaker of the occasion.

Publications—The Association has published five issues of the *Review of*

Educational Research and has about completed preparation of the *Ten-Year Cumulative Index* for the first ten volumes of the *Review*. No official report of the 1941 proceedings is being published this year. The *Encyclopedia of Educational Research,* the 1400-page volume sponsored by the Association and edited by W. S. Monroe, was published by the Macmillan Company in time for display at the Atlantic City convention.

Membership—Membership in the Association has shown steady growth during the year, new members representing a total gain of thirty-nine, of whom one—a member of the faculty of the University of Toronto—is the first foreign member. The active members of the Association now number 523.

Subscribers—Subscribers now total 560, of whom 47 are from outside the continental United States. The *Review of Educational Research* goes to every one of the continents, as well as to many different countries within the several continents.

DEPARTMENT OF ADULT EDUCATION

PRESIDENT, *M. S. Robertson*

SECRETARY, *Helen Gregory*

State organization—The officers of the Department have attempted to organize every state with a membership chairman. A state newsgatherer reports to regional editors, who in turn report to the editorial staff.

Executive Committee meeting—At the Atlantic City meeting, the Executive Committee discussed (a) increasing membership of the Department, (b) improving the *Adult Education Bulletin,* (c) national legislation, and (d) arrangements with state adult education organizations for combined memberships.

National-and-state combined memberships—It is the opinion of the officers that the use of combined memberships will prove helpful in building up larger memberships in both the national and the state organizations. Steps have already been taken to work out plans for such memberships in several states.

Adult Education Bulletin—The editorial staff and the Executive Committee have decided to publish six instead of four issues of the *Adult Education Bulletin* each year, in the belief that this arrangement will be conducive to an increased membership. Changes in the format of the *Bulletin* will be made in order to reduce the cost of each issue. An effort will be made to make the *Bulletin* more serviceable to the membership. The editorial staff was chosen with care in order to secure people who will take an active part in the production of a creditable magazine. Recent issues of the *Bulletin* indicate that this goal has been achieved in a large measure.

The Boston meeting—At the Boston meeting, a conference of the Executive Committee will be held to check achievements this year and to state goals and objectives for 1941-42.

DEPARTMENT OF ART EDUCATION

PRESIDENT, *Olive S. DeLuce*
SECRETARY, *Shirley Poore*

The Department has concentrated its effort on the development of its own resources and on their coordination with those of other groups intent on the same major purpose, the complete and harmonious education of young Americans. It has striven to extend its service to the community in consideration of art education from kindergarten thru college and university. It has worked to extend the organization of state art sections. It has furnished state educational sections with materials for publicity on art, encouraging them to place speakers on art on general programs, carrying on correspondence with presidents of state art groups, state directors of art, and classroom teachers. It has organized and held the first assembly of art representatives of state teachers associations.

The Department has urged the recognition of art by the National Education Association and the American Association of School Administrators thruout their educational programs and policies. It has united with the National Society for the Study of Education in its yearbook on art.

In its departmental meetings it has endeavored to represent on its programs the various arts associations, and representatives of many national, state, and regional groups. It has published a list of its members, as well as potential members, and circularized it with literature in the field of art education. It has formed a committee for the study of the art museum. Its standing Committee on Research has just received, from the Carnegie Corporation, a grant of $5000 for the continuation of its study.

Thruout the year the Department has been impelled by the necessity of a realization on the part of teachers of art of the aims of general education as expressed by educational leaders, and the need on the part of general administrators of an appreciation of the potential contribution of art to the accomplishment of the fundamental purposes of American education and life.

DEPARTMENT OF BUSINESS EDUCATION

PRESIDENT, *Vernal H. Carmichael*
SECRETARY-TREASURER, *Harold T. Hamlen*

At its annual convention in Milwaukee, June 30 to July 3, 1940, the Department of Business Education outlined a program for the new year to carry the Department forward into fields of larger achievement.

The new administration has endeavored to carry out the plans which were inaugurated at Milwaukee. Early in the year, a coordinator was appointed to bring the Department into a closer working relationship with the headquarters office. As a result, the printing of stationery and the distribution of publications have been made from the headquarters office.

A Policy Board of eight members was appointed to work out a plan of affiliation of state business education organizations. This Board has developed a plan which is being presented to a number of states this spring. Several states are interested in such a plan.

As a result of the action taken in three Executive Committee meetings, steps are under way to place an executive secretary in Washington to begin his duties on August 1, 1941. The name of the organization has been changed from Department of Business Education of the National Education Association to American Business Educators Association, a department of the National Education Association. The membership fee has been raised from $1 to $2 to become effective on August 1. The Executive Committee is studying very carefully the problem of the advisability of continuing the project of the national business education directory.

A strong program has been planned for the Boston convention around the theme "Business Education in Action."

DEPARTMENT OF CLASSROOM TEACHERS

PRESIDENT, *Mrs. Mary D. Barnes*
SECRETARY, *Mrs. Eleanor F. Edmiston*

Altho the program of the Department is based on the purposes as outlined in its Constitution, a special endeavor was made during this past year to interpret these objectives in terms of the role of the classroom teacher in preserving and strengthening the ways, values, and ideals of democracy. Specifically, some accomplishments for 1940-1941 are:

National conference—The first summer conference sponsored by the Department was held at Northwestern University in July 1940. One hundred and thirty-eight teachers representing twenty-seven states and the District of Columbia studied "Problems of Public Education in a Democracy." A second national conference will be held at Teachers College, Columbia University, July 7-18, to consider "A Modern Curriculum for Children and Youth of Today."

Regional conferences—These were held at Spokane, Washington; Flagstaff, Arizona; and Chicago.

Conventions—Programs were presented at the A.A.S.A. convention in February and at the N.E.A. annual convention. At both conventions the Department also sponsored meetings for presidents of teachers associations and for representatives of state departments of classroom teachers. Two business sessions were held during the summer convention at Milwaukee.

Field service—Members of the Executive Committee made field trips into thirty-five states.

Publications—Issues of the *News Bulletin for Classroom Teachers* were published in October, February, and May. The Department also publishes an official report. The Legislative Committee began work on a handbook of legislative procedures.

Cooperation with other groups—The Department cooperated with the American Council on Education and the N.E.A. in the work of the National Committee on Education and Defense; with the Commission on Teacher Education in sponsoring a joint meeting on teacher education at the February convention; with the Research Division of the N.E.A. in a survey of trends in supervision; with Phi Delta Kappa in sponsorship of the *Dictionary of Education.*

Headquarters office—The first official headquarters of the Department was opened in the N.E.A. building on November 4, 1940.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

PRESIDENT, *Isabel Tucker*

EXECUTIVE SECRETARY, *Eva G. Pinkston*

In commemoration of the Twentieth Anniversary of the creation of the Department, the officers made plans around this important event. The membership dues entitled all members during this anniversary year (1940-41) to the following:

1. The nineteenth yearbook, *Meeting Special Needs of the Individual Child*
2. Five issues of *The National Elementary Principal*
3. *Radio and the Classroom,* a 100-page monograph, prepared by the Department's Radio Committee.
4. The fifth thru the eleventh yearbooks of the Department at reduced prices
5. The privilege of attending two anniversary convention programs: (a) Atlantic City, New Jersey—February 22-27, 1941; and (b) Boston, Massachusetts, June 29-July 3, 1941
6. The opportunity of participating in the Fifth Annual Conference on Elementary Education at Harvard University, July 7-18, 1941
7. Other services of the Department.

The Department marches on—After the meeting of the N.E.A. at Milwaukee, Wisconsin, the 675 members of the Fourth Annual Conference on Elementary Education, which was sponsored by the Department of Elementary School Principals, assembled at the University of Wisconsin, Madison, Wisconsin, for a two-week stay. The theme of the meeting was "Enriching the Elementary School Curriculum."

Elementary principals are appreciating the long-term program which the charter members planned. This fine group built for permanency, it built to elevate standards, it built to encourage teacher and child growth, and it built so that the leadership of elementary principals would grow.

The Department has urged the formation of local, county, district, and state groups. The twentieth yearbook of the Department, "Language Arts in the Elementary School," will list many more than the number carried last year. Figures, however, are not the only evidence of the strength of the Department. Its objectives, its methods of dealing with its members, its helps to nonmembers, its high standards and fine plans are important.

Further extension—Uniting all elementary principals is the task. The problem of building loyalties begins in the kindergarten and first grades. Elementary principals must assume the leadership in which their strategic position places them.

DEPARTMENT OF GARDEN EDUCATION

PRESIDENT, *Frances M. Miner*

SECRETARY-TREASURER, *Clayton F. Palmer*

The editor, with the help of others in the Department, has supplied material each month for a section of the magazine, *Garden Digest,* which serves as the official organ of the Department.

A number of requests for information about garden programs for children have been received during the year by the officers. It is hoped that a letter going out in May to the superintendents of schools in the Northeast will call attention to our part of the convention in Boston and will bring to our records up-to-date information about communities where gardens are a part of schoolwork.

Much of the energy of this year has gone into the work of reorganization that has been and still is necessary to make this group truly a part of the National Education Association.

DEPARTMENT OF HOME ECONOMICS

PRESIDENT, *Clara Lee Cone*

SECRETARY, *Dorothy Jones*

In cooperation with the Society for Curriculum Study, the Department published the book, *Family Living and Our Schools.* The presentation of this book and the discussion of problems suggested in it furnished the basis for part of the program for the February meeting of the Department. Four members of the Committee represented the Department in the preparation of this book.

A chapter on home economics has been prepared for the report of the National Commission on Cooperative Curriculum Planning.

A folder, entitled "Home Economics and the Common Defense," was prepared for the 1940 observance of American Education Week. This folder was useful to home economics supervisors and teachers in interpreting to community groups the value of home economics education. It has proved valuable also to administrators and educators in other fields in gaining an understanding of the scope and goals of education in this field. More than six thousand copies of the folder were distributed.

Two meetings of the Department have been held. During these meetings there have been joint sessions with the Department of Secondary Teachers of the N.E.A., the Department of Vocational Education of the

N.E.A., the Society for Curriculum Study, and the Consumer Education Association. These joint sessions are significant, since one of the purposes of the Department is to provide opportunities for home economics supervisors and teachers to work with educators in related fields.

DEPARTMENT OF KINDERGARTEN-PRIMARY EDUCATION

PRESIDENT, *Ruth O. Ferguson*
SECRETARY, *Laura T. Owens*

The Department of Kindergarten-Primary Education sent a bulletin in March to the members of the Department requesting them to work for a closer relationship of the school and the community.

We feel that it is the duty of the teachers in their particular communities to enlighten the citizens on the need for kindergartens and of lessening teacher load in the primary grades.

The Department is cooperating with the Division of Publications of the National Education Association by preparing material for a pamphlet for the kindergarten-primary school area to be used for American Education Week, 1941.

DEPARTMENT OF LIP READING

PRESIDENT, *Mrs. Eleanor C. Ronnei*
SECRETARY-TREASURER, *Louise Padou*

The importance of listening—hearing acutely—in modern education is becoming increasingly apparent. The Educational Policies Commission has estimated that 90 percent of our learning today is acquired thru speech and hearing. Modern warfare, with its extremely deleterious effect upon the hearing of combatants and noncombatants alike, reminds us again of the necessity for conserving our school children's hearing as a national resource. It has been the aim of the Department of Lip Reading this year to gather, interpret, and disseminate all scientific knowledge pertaining to conservation of this vital sense. Equalized and adequate compensatory education of all persons with acoustic impairment is an integral part of the program.

The Department has cooperated with research agencies, medical societies, welfare organizations, and special education groups in an effort to achieve an effective conservation of hearing program for the children in the nation's schools. About one-fourth of our members have accepted appointments to scientific, civic, and educational committees.

In cooperation with the American Society for the Hard of Hearing, we are compiling a directory of lip-reading teachers and a list of all schools in the United States which offer lip reading as a supplementary tool subject for acoustically handicapped children.

Four editions of *The Lip Reader* have gone out to members and to other interested persons. A plan for an exchange library of lip reading materials, scientific magazines, and films has been formulated but, because of limited funds, is not yet operating.

MUSIC EDUCATORS NATIONAL CONFERENCE

PRESIDENT, *Fowler Smith*

EXECUTIVE SECRETARY, *C. V. Buttelman*

The Conference during the past year has been operating under a new constitution adopted in April 1940. This year the National Conference has met in six divisions. At each meeting the constitution was approved and ratified by the Executive Committee of each Divisional Conference.

The affiliation of the Music Educators National Conference with the National Education Association was made operative in June 1940. Already numerous benefits have been derived from this direct relationship. Valuable services have been rendered to the Conference, its influence and services have been enhanced and extended.

The revised constitution provides for extending the Conference plan of union and affiliation to include state music education associations as units of the Conference. Twenty-two state associations have thus affiliated during the first year. The trend is toward closer relationship with the state education associations. It seems likely that eventually every state unit of the Conference will also be the department of music of the general education association in each state. It is already apparent that our new organizational structure is more adequate to meet the needs entailed by recent and anticipated growth. The increase in membership is conservatively estimated at 30 percent. Readers of the *Music Educators Journal* have increased to an even greater extent, as effort is made to reach students in training institutions thru *Journal* subscriptions and to align them with the Conference while still in training.

There has been an increase and growth in the participation of the official competitive festivals. Approximately 750,000 students participated.

"Music and American Youth" is an N.B.C. weekly radio broadcast sponsored by the Conference, in which school music groups from every area of the country participate. A noteworthy broadcast in this series was a radio version of "On Our Way," the program sponsored by the Educational Policies Commission.

In all divisional conferences the national biennial theme, "American Unity thru Music," has been stressed. The theme emphasizes the need of alignment with the objectives of education as indicated by the Educational Policies Commission. The program attempts to dramatize and vitalize those spiritual values that are needed to sustain morale, so necessary in these times.

NATIONAL ASSOCIATION OF DEANS OF WOMEN

PRESIDENT, *Alice C. Lloyd*

EXECUTIVE SECRETARY, *Kathryn G. Heath*

The summer conference in Milwaukee and the winter meeting in Atlantic City provided student personnel workers with a stimulating opportunity for contacts with their fellows in the profession. Never before has such a large group of deans, counselors, and advisers (more than 45 percent of the membership of the Association) come together in national convention as met in Atlantic City to discuss the future of women's education in a reorganizing world.

Publications—The *Journal* of the Association seeks to keep student personnel workers informed about current movements related to their work as well as about specific professional developments in the guidance field. Volume III of *Guide to Guidance,* a comprehensive 80-page bibliography providing deans, counselors, and advisers with a carefully annotated list of references to the 1940 publications in the field of student personnel work, was printed this year.

Information service—A wholesome sign of recognition of the significance of guidance work may be seen in the continued increase in demands made on the information service of the Association. Requests for information relate to all the varied focuses of attention in guidance work, such as current trends and interests, the training and the functions of the dean, her philosophy, the many areas of student counseling, the organization and administration of student personnel, and bibliographies.

Professional and public relations—The Association has continued to cooperate with the Council of Guidance and Personnel Associations and with the guidance groups in the Council membership as well as with other professional organizations in the education field. This year the Association also made a preliminary investigation of the status of the regional, state, and local associations of deans with the hope that these groups and the National Association might become more effective thru closer cooperation.

NATIONAL ASSOCIATION OF JOURNALISM DIRECTORS

PRESIDENT, *William E. Blake*

SECRETARY, *Orval C. Husted*

This Department has completed a national survey of the conditions—physical, scholastic, and pedagogical—that prevail in this country in the publications and public relations departments. This material has been digested and a report published.

A second committee is engaged in a study designed to promote the extension of journalism departments and the teaching of the subject where present conditions warrant such development. This work will require at least two years before the initial steps are completed. Then the program will require constant attention in order to insure progress.

Another committee is studying the Association Constitution with a view to fitting it to present conditions.

A fourth group is making an examination of present relations and practices between radio classes and radio work and Journalism Department activities. A report with recommendations is expected at our November meeting.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PRESIDENT, *John E. Wellwood*

EXECUTIVE SECRETARY, *Paul E. Elicker*

Central offices of the Association were established in the N.E.A. building, affording a closer relationship to the general aims and policies of the National Education Association.

During the current year the Association made many advances in implementing the aims and objectives of the Association as set forth in the two reports of the Orientation Committee, "Issues in Secondary Education," 1936, and "Functions of Secondary Education," 1937. This has been accomplished by:

1. Promotion of discussion groups in all states including many school administrators
2. Publications of the Association including the issue of "Promising Practices in Secondary Education"
3. New projects in secondary education as outlined below
4. Creating and enlarging more active committees and subcommittees of the Implementation Commission including the following areas: (a) socio-civic, (b) socio-economic, (c) health, and (d) recreational activities.

The two monthly publications have been revitalized and have been made more serviceable to secondary education. The *Bulletin,* professional magazine for secondary-school administrators, is issued monthly from October to May inclusive, and *Student Life,* a national students' magazine on student activities, partly pictorial, provides an opportunity for the creative efforts of secondary-school students.

During the year a cooperative relationship was established between the Association and the NYA. State committees were established, composed of secondary-school administrators and members of state departments of education, and known as state school work councils. These councils met regularly in the several states.

Future projects include a study of occupational adjustment in secondary schools and the preparation of resource units on democratic citizenship.

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH

PRESIDENT, *W. Hayes Yeager*

EXECUTIVE SECRETARY, *Rupert L. Cortright*

During the past year the membership of the National Association of Teachers of Speech has increased to about five thousand. Our Washington convention (1940), which was one of the most successful meetings in the history of the Association, celebrated our Silver Anniversary with special tributes and the presentation of gavels to the founders.

Investigations by committees of the Association into speech educatoin on the elementary, secondary, junior college, and college and university levels were continued during the year. Our Committee on Research in American Public Address, with the cooperation of forty contributors and after several years of work, has almost completed its project. All but one or two of the critical studies of American orators have been completed, and the finished project will be in the hands of the publishers in the near future.

At the Washington convention (1940), the Association attempted to coordinate the work of separate committees on elementary schools, secondary schools, junior colleges, and colleges and universities, by creating a general Committee on Problems in Speech Education. Subcommittees on the elementary, secondary, junior college, and college and university levels, and on teacher training were established. We are hopeful that this large committee will be able to provide reports on all phases of speech education at all levels of instruction, not only for the use of our own members but for the guidance of school and college administrators.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

PRESIDENT, *Fremont P. Wirth*

SECRETARY-TREASURER, *Wilbur F. Murra*

The Council aims to serve the professional interests of teachers of the social studies in elementary and secondary schools. Several college teachers are also active members. The program of the Council is carried out primarily thru:

1. The publication of a monthly magazine (*Social Education*), a yearbook each November, two or more bulletins each year, and occasional volumes in a curriculum series
2. A three-day annual meeting at Thanksgiving time, five other national meetings each year, and cooperation with numerous local, state, and regional meetings
3. Seven standing committees
4. Letters and other material sent by the secretary's office in answer to requests.

The Council established its headquarters office in the N.E.A. building in Washington on June 1, 1940. Perhaps the most significant achievement of the Council since that date has been the closer coordination of its activities with those of the rest of the N.E.A.

During the year, the Council held its twentieth annual meeting (at Syracuse, November 20-22, 1940), issued its eleventh yearbook (*Economic Education*), published two bulletins (No. 14, *Housing America,* and No. 15, *Selected Items for the Testing of Study Skills*), and a preliminary edition of Curriculum Series, Number Two (*Courses and Units in the Social Studies*). It also continued *Social Education* as its official journal and in January succeeded the American Book Company as publisher and the American Historical Association as owner.

In May the Council prepared for free distribution a packet of materials to help teachers meet attacks on social studies textbooks. Among other items included were a casebook and a bibliography prepared with the cooperation of the N.E.A. Research Division.

Plans for extensive publication of resource units on social problems were begun in cooperation with the National Association of Secondary-School Principals and with the help of a grant from the General Education Board. Another joint project neared completion as the year closed; the preparation of materials for both pupils and teachers on the teaching of civil liberties, sponsored jointly by the Council and the American Political Science Association. The 1941 yearbook, to appear next November, will be devoted to "The Social Studies in the Elementary School."

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION

PRESIDENT, *Sue M. Powers*

SECRETARY, *Mary J. Sweeney*

The National Council of Administrative Women in Education had a profitable year. Its programs have been arranged to the end that its membership of executive women should grow in an understanding of the purposes of administrative practices and procedures.

In order to achieve this purpose, it has been necessary to consider the vital changes which are taking place within our civilization and the forces which threaten the existence of our democratic society.

Administrative women, therefore, have joined with other educators in a study of the ways in which schools may assist in strengthening and perpetuating the American way of life. Not only have they accepted the premise that administrative practices must grow from the needs of boys and girls, but also they have thoughtfully attempted to make the principle an actuality in their individual positions.

At all sessions of the branches in the various states the programs included a study and an evaluation of the contributions that women administrators were able to make toward the total program in education, particularly in the area of training for citizenship, health, family life, and spiritual virtues necessary for the success and happiness of a people in a democracy.

During the year 1940-41, the National Council had two luncheon

meetings. The first one was held in Milwaukee, Wisconsin, on July 3, 1940, and the second in Atlantic City, New Jersey, on February 26, 1941.

During this year the practice of awarding the Ella Flagg Young medal was resumed. At the Milwaukee meeting the committee on awards chose Mrs. Dorothy Canfield Fisher as the outstanding woman of the year in recognition of her work with the Children's Crusade. Thru her efforts a large amount of money was sent across the sea to help children in war-torn countries.

DEPARTMENT OF RURAL EDUCATION

PRESIDENT, *Mrs. Daisy E. Howard*

EXECUTIVE SECRETARY, *Howard A. Dawson*

Two programs have been held, one at Milwaukee and one at Atlantic City. The programs were based largely on demonstrations, exhibits, and discussions, rather than on formal addresses.

A division of pupil transportation has been organized, composed of persons engaged in the administration of pupil transportation.

The division of county superintendents has been considerably strengthened and improved.

A yearbook entitled *Child Development and the Tool Subjects in Rural Areas* has been published.

Thru the activities of the publications committee, special articles on rural education have been published in well-known magazines:

1. A special issue on "Rural Art Education," *Design,* June 1940
2. A special issue on "Inservice Training of Rural Teachers," *Phi Delta Kappan,* December 1940
3. Space for articles has also been secured in the *Curriculum Journal, Nation's Schools* and other publications.

Two regional conferences on "Rural Life and Education" have been sponsored during the year.

Preliminary work for the publication of a journal for rural teachers has been carried on. A prospectus of the journal has been prepared and plans for financing drawn up. A request for funds to underwrite the journal for five years has been submitted to four educational foundations. At the time of writing this report, two of the foundations have agreed to make the grants requested of them.

There has been a substantial increase in the membership of the Department this year, from 176 to about 425.

DEPARTMENT OF SCIENCE INSTRUCTION

PRESIDENT, *Jack Hudspeth*
SECRETARY, *Helen M. Strong*

The Department has intensified its efforts to obtain new members with the hope of raising the total to 3000 this year. Preliminary reports from some of the Department's state directors show substantial increases, especially in the New England and Eastern states.

The Department has worked on plans to make its yearbook (published each September) more worthwhile to its members. Plans are under way for the inclusion of data other than the proceedings of the annual meeting.

The Department has continued its support of the National Committee on Science Teaching of the N.E.A. Now that the Committee is completing some of its reports, the Department is offering to help the Committee publish and disseminate its recommendations.

The Department's Executive Committee has worked on plans to enlarge the Department into a National Council of Science Teachers which will issue a useful magazine for science teachers and will make its services and publications available to the members of state or regional science organizations which wish to affiliate. Efforts are being made to secure funds with which to launch this expansion of the Department so that a permanent secretary may be secured.

DEPARTMENT OF SECONDARY TEACHERS

PRESIDENT, *George R. Rankin*
EXECUTIVE SECRETARY, *Ernest D. Lewis*

The Department has been unusually active during this past year. The High School Teachers Association of New York City extended to the Department the joint use of its office. An office secretary assisted the executive secretary who has given full time to the Department.

As usual, the Department has edited and published five issues of *Secondary Education*. A Pan American Club Manual, in mimeograph form, has been distributed. The Educational and Recreational Guides, Inc. has printed a number of Group Discussion Guides for this Department. Reprints of evaluations of classroom films have been widely distributed.

The Department had elaborate programs at Milwaukee and Atlantic City and has in preparation an interesting series of conferences for the Boston convention.

The use of the radio in education has been advocated by the Department. The executive secretary has broadcast two series of programs over the local station, WNYC, in New York City. One of these involved the appearance of high-school young people and the second consisted of faculty forums, dealing with problems of interest to teachers and the public.

Committees have been actively engaged during 1940-41. Most active of these have been the Committee to Promote Better Inter-American Relations in the Secondary Field, the Committee on the Use of Motion Pictures in Secondary Education, and the Committee on the Use of the Radio. Other committees which are preparing for more active work are the Committee on Civic Education, the Committee on Methods of Instruction, and the Committee on Integration and Correlation of Secondary-School Subjects. The Committee on Junior High-School Objectives has given a preliminary report on the attitudes of junior high-school pupils in the April issue of *Secondary Education.*

DEPARTMENT OF SPECIAL EDUCATION

PRESIDENT, *Jessie A. Tritt*

SECRETARY-TREASURER, *Frank V. Powell*

This Department endeavors to unite into organized effort all persons interested in any phase of special education for exceptional children.

This year it has worked toward this purpose with renewed determination and its endeavors are now culminating in great success. For a number of years the International Council for the Education of Exceptional Children and the National Education Association Department of Special Education have considered affiliation. A newsletter was sent November 1940 from the Department to all its members and friends asking them to vote on affiliation. Three hundred responses have been received. Almost unanimously they have approved the affiliation. At the meeting of the International Council for the Education of Exceptional Children in New York City, February 22, the Board of Directors unanimously approved affiliation, but to make sure that all the Council was agreed, it was decided to refer it to the many chapters. The treasurer-manager states on April 15, 1941, that "the vote is coming in unanimously *yes.*" Therefore the affiliation is in its final stages of consummation. The new name of the combined organization will be "The International Council for the Education of Exceptional Children, a Department of the National Education Association."

The *Journal of Exceptional Children* is the official publication. Each year there are eight issues, October to May inclusive.

DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION

PRESIDENT, *Dale Zeller*

EXECUTIVE SECRETARY, *Ruth Cunningham*

This Department has as its purpose the improvement of instruction. Membership is open to all who are interested in better teaching and instructional leadership. The membership roll includes supervisors, administrators, teachers, curriculum directors, professors in teacher-training

institutions, directors of instruction, and others of a number of professional interests.

One of the important aims of the Department is to encourage groups of persons interested in educational method and instructional leadership to meet and discuss their problems. National meetings are held twice a year. Regional, state, and local groups meet more frequently. During the past summer, this Department sponsored two two-week conferences. Four such conferences are planned for the summer of 1941.

The official journal of the Department, *Educational Method,* is issued monthly October thru May. It carries articles of current interest, editorials, news of organizations, and descriptions of promising educational practice. Recent issues include discussions of such topics as child development, teacher education, the library in the school, social travel, and experiments in education.

Each year the Department publishes a committee report in a yearbook. Recent yearbooks include the eleventh, *Cooperation: Principles and Practices,* the twelfth, *Newer Instructional Practices of Promise,* and the thirteenth, *Mental Health in the Classroom.* The fourteenth yearbook, *Americans All,* to be published early in 1942, presents descriptions of school and community programs which further intercultural understanding.

Pamphlets and reprints dealing with vital issues are published from time to time.

The Department has a nationwide organization, with representatives in each state. States have organizations closely allied with the national Department.

DEPARTMENT OF VISUAL INSTRUCTION

PRESIDENT, *Paul Reed*

SECRETARY-TREASURER, *Ward C. Bowen*

Well-planned and well-attended meetings, increased membership, and a strengthening of the internal structure of the organization are among the accomplishments of the Department of Visual Instruction during the current year.

The seven sessions at the Milwaukee meetings in July 1940, including one session planned as an N.E.A. morning assembly program, set a high standard.

At the winter meeting in Atlantic City, one session devoted to "Visual Aids in Defense of Democracy" and another which included a symposium discussion of "Free Materials—A Blessing or a Blight for Education?" not only provided stimulation for those in attendance but also produced valuable expression "for the record" on these significant questions.

Branches of the Department in Louisiana and New England have been particularly active in holding regional conferences. The New England section established a record by holding four state conferences in addition to their Annual Conference.

A 20 percent increase in membership has been achieved. The developing "Zonal Plan" for the Department evokes new enthusiasm and interest on the part of many of the Department's loyal veterans and newcomers alike.

A well-considered working outline for the "Zonal Plan" has been developed so that if and when the necessary constitutional amendments are approved at the summer 1941 meeting, the machinery will be set in motion immediately to organize the Department into ten regional zones. At the same time, definite steps have been taken to bring the Department into closer working relationship with the N.E.A. and with other related organizations in the visual field. It is hoped that with the beginning of the new year the Department will have its first executive secretary well established with a permanent Washington address.

DEPARTMENT OF VOCATIONAL EDUCATION

PRESIDENT, *Harry Belman*

SECRETARY, *Paul Thomas*

The Department has carried on special and annual meetings. A series of meetings were held at the Atlantic City convention of the American Association of School Administrators. These were well attended and stimulated a great deal of discussion, particularly with reference to the training of workers for defense industries. The meetings for the convention in Boston have been planned with a view to showing the correlation between vocational education and other fields of education. An effort is being made to hold a combined meeting with the Department of Adult Education. There will also be a combined meeting with the Department of Home Economics.

The Department of Vocational Education will never be fully stabilized until it is able to attract members and to set up a plan of securing dues, so that it may have funds. Originally it was planned to attempt to work out such a scheme, but the press of other activities, particularly in connection with defense training, prevented full attention being given to this problem. It is essential, however, that this problem be met during the next year.

CONCLUSION

In this report we have tried to give a brief picture of the work of the entire National Education Association—the work done by its divisions, committees, commissions, councils, and departments. For the past eighty-four years some members of the teaching profession have carried on the work of your great national professional organization while all teachers have profited from it. We are now facing a situation when the best interests of our country demand a strong, unified teaching profession, when every member of our profession should assume all his professional responsibilities and obligations.

THE TWENTY-FIRST REPRESENTATIVE ASSEMBLY

List of Official Delegates

Number Registered—1570

Following is the list of official delegates who attended the seventy-ninth annual convention of the National Education Association in Boston on June 29 thru July 3, 1941. The classification of positions includes: (a) teachers; (b) principals and assistant principals; (c) city and county superintendents and assistant superintendents; (d) directors and supervisors; (e) state education association staff members; (f) state superintendents and assistants; (g) college and normal school administrators; (h) librarians; and (i) ex officio members.

ALABAMA

Bales, Mrs. Olivia P. (Teacher), 8108 Second Ave. S., Birmingham; Alabama Education Association
Banks, L. Frazer, State NEA Director (Assistant Superintendent), Birmingham; Alabama Education Association
Beasley, J. H. (Principal), Jasper; Walker County Teachers Association
Brown, Paul Roy (County Superintendent), Jasper; Walker County Teachers Association
Burgess, Bobbie Jean (Teacher), Heflin; Alabama Education Association
Butler, Mary (Teacher), Selma; Alabama Education Association
Cater, Annie L. (Teacher), 1227 Leighton Ave., Anniston; Alabama Education Association
Clay, Mrs. Brownie (Teacher), Valley Head; DeKalb County Teachers Association
Farnham, Jessica (Teacher), 623 Ridgely Apt., Birmingham; Birmingham Teachers Association
Follis, Hattie (Principal), 2717 Ensley Ave., Birmingham; Birmingham Teachers Association
Gantt, Mildred (Teacher), Gantt; Alabama Education Association
Gantt, Nina Merle (Teacher) Gantt; Alabama Education Association
Kennedy, Eunice (Teacher), 304 Poinciana Dr., Birmingham; Birmingham Teachers Association
Locke, Mrs. Miriam A. (County Supervisor), Jasper; Walker County Teachers Association
McCracken, Jewell (Teacher), Fort Payne; Alabama Education Association
McGehee, Laura (Teacher), 1526 Eighth Ave. W., Birmingham; Alabama Education Association
McNutt, Elizabeth (Teacher), 1031 S. Twenty-First St., Birmingham; Birmingham Teachers Association
Meigs, Mrs. Mary S. (Teacher), 1209 Glenwood Ter., Anniston; Alabama Education Association
Moon, Annie L. (Teacher), 225 Owen Ave., Bessemer; Birmingham Teachers Association
Pogue, J. V. (Principal), 1408 Thirty-Second St. N., Birmingham; Alabama Education Association
Waldrop, Amos (Principal), Gorgas; Walker County Teachers Association
Williams, H. E. (County Superintendent), Florence; Alabama Education Association
Williams, J. D. (Principal), 5708 Sixth Ave. S., Birmingham; Birmingham Teachers Association
Wright, W. McK. (Principal), P. O. Box 1726, Birmingham; Jefferson County Teachers Association

ALASKA

Erickson, Everett R., State NEA Director (College Administrator), University of Alaska, College; Alaska Education Association
Waskey, Mrs. J. (Teacher), Aleknagik; Alaska Education Association

ARIZONA

Adams, Blanche (Teacher), Phoenix Union High School, Phoenix; Arizona Education Association
Flaws, Barbara (Teacher), Madison School, Phoenix; Arizona Education Association
Foster, Ruth (Teacher), Yuma Union High School, Yuma; Arizona Education Association
Ganoung, R. A. (Teacher), 2333 E. Sixth St., Tucson; Tucson Education Association
Graham, Weltha (Teacher), Phoenix Union High School, Phoenix; Arizona Education Association
Hannelly, R. J. (Teacher), Phoenix Junior College, Phoenix; Arizona Education Association
Hawthorne, Marjorie (Teacher), 227 N. Pleasant, Prescott; Prescott Education Association
Hull, Thomas R. (Teacher), 1347 E. Eighth St., Tucson; Tucson Education Association
Loper, John D. (Superintendent), Phoenix; Phoenix Teachers Mutual Benefit Association
McCarty, Mae (Teacher), Monroe School, Phoenix; Arizona Education Association
McCarty, Ruby (Teacher), Lowell School, Phoenix; Arizona Education Association
Moore, Helen (Teacher), P. O. Box 2191, Phoenix; Phoenix Teachers Mutual Benefit Association
Ring, E. D. (State Superintendent of Public Instruction), Phoenix; Arizona Education Association
Smith, Harold, State NEA Director (Superintendent), Glendale; Arizona Education Association
Spits, Ethel (Teacher), Longfellow School, Phoenix; Arizona Education Association
Tacquard, Mrs. Anna (Principal), 2239 E. First St., Tucson; Tucson Education Association
Vail, Alice (Teacher), Tucson Senior High School, Tucson; Tucson Education Association

ARKANSAS

Burns, A. L. (Superintendent), Magnolia; Arkansas Education Association
Floyd, G. C. (Director of School Finance), State Department of Education, Little Rock; Arkansas Education Association
Goza, L. M. (Superintendent), Arkadelphia; Arkansas Education Association
Grant, Gilbert (Executive Secretary, Teacher Retirement System), Insurance Building, Little Rock; Arkansas Education Association
Grant, Mrs. Gilbert (Teacher), 519 Johnson, Little Rock; Pulaski County Teachers Association
Rozzell, Mrs. Forrest (Teacher), 2422 N. Pierce, Little Rock; Arkansas Education Association
Settle, Mrs. Ruth Klepper (Supervisor), 2115 W. Seventeenth St., Little Rock; Little Rock Classroom Teachers Association
Williams, Mollie (Principal), Fort Smith; Arkansas Education Association

CALIFORNIA

Barnes, Mrs. Agnes C. (Principal), 2766 E. Glenoaks Blvd., Glendale; Glendale City Teachers Club
Barsumian, Helen (Teacher), 708 State St., El Centro; California Teachers Association
Bartlett, Nova A. (Teacher), 1170 Cragmont Ave., Berkeley; Berkeley Teachers Association
Benz, Clarence (Teacher), Frick Junior High School, Oakland; Oakland Teachers Association
Bergen, Meta B. (Teacher), 3652 Grundy Ave., Long Beach; California Teachers Association
Bessac, Harry W. (Principal), Route 3, Box X297, Lodi; Stockton Elementary Teachers Association
Beyer, Louise (Teacher), Hotel Durant, Berkeley; California Teachers Association
Bihler, Alda (Teacher), 1006 Santa Fe Ave., Albany; Department of Classroom Teachers of the California Teachers Association, Bay Section
Bloch, Louis M. (Teacher), 2206 W. Seventy-Fifth St., Los Angeles; Los Angeles High School Teachers Association
Bolton, Mrs. Vera M. (Teacher), 728 W. Queen St., Inglewood; California Teachers Association
Bonnett, Howbert B. (Teacher), 1631 Eleventh Ave., Sacramento; Sacramento City Teachers Association
Bowman, Leonard L., State NEA Director (Viceprincipal), Santa Barbara High School, Santa Barbara; California Teachers Association
Boyd, Ethel E. M. (Teacher), 100 N. Eighteenth St., San Jose; Santa Clara County Teachers Association
Brown, William E. (Principal), 1407 Oak Grove, Burlingame; California Teachers Association
Bryan, J. Kelly (Teacher), Albany High School, Albany; Alameda County Educational Association
Burnett, Berta (Teacher), Westlake Junior High, Oakland; Alameda County Educational Association
Bush, Ralph (Teacher), 996 Alta Vista Dr., Altadena; Pasadena Teachers Association
Camper, R. W. (Supervisor), Public Schools, Willows; California Teachers Association
Chaim, Henry I. (Viceprincipal), 1585 Beach St., San Francisco; California Teachers Association
Claeys, Reder (Teacher), 759 Wilson Ave., Richmond; Richmond Teachers Association
Cloud, Roy W. (Executive Secretary, California Teachers Association), 155 Sansome St., San Francisco; California Teachers Association
Cochran, Grace (Teacher), Route 1, Box 873, Menlo Park; San Mateo County Teachers Association
Collier, Marguerite (Teacher), 465 Post St., Room 211, San Francisco; San Francisco Classroom Teachers Association
Cooperider, Louise (Teacher), 3726 Hubbard St., Los Angeles; Los Angeles High School Teachers Association
Corey, Arthur F. (Director, Public Relations), 408 S. Spring St., Los Angeles; California Teachers Association
Coughlin, Mae E. (Teacher), 26 Claremont Ave., Long Beach; City Teachers Club of Long Beach
Cox, Arthur W. (Principal), 3856 Lime Ave., Long Beach; City Teachers Club of Long Beach
Crittenden, E. Marion (Teacher), Hotel Arrowhead, Duluth, Minn.; Los Angeles Elementary Teachers Club
Davis, Mary Elizabeth (Teacher), 115 N. Bonnie, Pasadena; Pasadena Teachers Association
Delmet, Don T. (District Superintendent), 811 Horst St., Norwalk; California Teachers Association
Diekman, Herman (Teacher), Route 1, Box 21, Lodi; California Teachers Association
Dillin, Dorothy Ann (Teacher), 1520 North Huntington, Pomona; Pomona City Teachers Club
Doughty, Irma S. (Teacher), 3346 Gregory St., San Diego; San Diego Teachers Association
Duncan, Glee (Teacher), 715 Locust Ave., Long Beach; City Teachers Club of Long Beach
Dysart, Dora I. (Teacher), 5108 Harold Way, Los Angeles; Los Angeles Elementary Teachers Club
Edmiston, Mrs. Eleanor F. (Teacher), 2928 Thirty-Third St., San Diego; San Diego Teachers Association
Ensign, H. O. (District Superintendent), Fourteenth & Central, Newport Beach; Orange County Elementary Education Association
Erie, Angela (Teacher), Westlake Junior High School, Oakland; Oakland Teachers Association
Ferguson, Lauretta (Viceprincipal), Sacramento High School, Sacramento; California Teachers Association
Finger, Clyde (Principal), Frick Junior High School, Oakland; Oakland Teachers Association
Finnegan, George B. (Administrator), 1343 Green St., San Francisco; San Francisco Teachers Association
Fithian, Maud (Teacher), 2780 Tenth St., Sacramento; Sacramento County Teachers Association
Frisbee, Marcia (Teacher), 314 Watson St., Monterey; Department of Classroom Teachers of the California Teachers Association, Central Coast Section
Garvey, Theola (Teacher), 152 Glenwood Glade, Oakland; California Teachers Association
Gerlach, Mrs. Juanita (Teacher), 1030 Cragmont Ave., Berkeley; Department of Classroom Teachers of the California Teachers Association, Bay Section
Gifford, Celia A. (Teacher), 971 Santa Barbara Rd., Berkeley; California Teachers Association
Graham, Jessie (Assistant Supervisor), Chamber of Commerce Building, Los Angeles; California Teachers Association
Hall, Henry C. (District Superintendent), San Bruno; California Teachers Association
Hammat, Hattie May (Principal), 921 Thorne Ave., Fresno; California Teachers Association
Hancock, M. Bertha (Teacher), 2635 Tuolumne St., Fresno; Fresno City Council of Education
Hardie, Irene (Teacher), Modesto; Department of Classroom Teachers of the California Teachers Association, Central Section
Hardie, John D. (Teacher), Hilmar; Department of Classroom Teachers of the California Teachers Association, Central Section
Harrison, J. Hilda (Teacher), 1531 E. Third St., Long Beach; Los Angeles Elementary Teachers Club
Harrison, R. June (Teacher), 1531 E. Third St., Long Beach; Los Angeles Elementary Teachers Club
Hart, Adelaide (Teacher), 2681 Hollyridge Dr., Hollywood; Los Angeles High School Teachers Association
Hartman, Zafon A. (Principal) Hemet; California Teachers Association
Hartzell, Robert R. (Superintendent), Red Bluffs; California Teachers Association
Hawkins, Vera (Teacher), 4134 Stephens St., San Diego; San Diego Teachers Association
Healy, Dorothy L. (Teacher), 3737 Gundry Ave., Long Beach; California Teachers Association
Hedrick, Helen (Teacher), 544 Ave. A., Redondo Beach; South Bay Teachers Club
Henderson, Mary (Teacher), 1214 Cypress, Santa Ana; Santa Ana City Teachers League
Hennessy, Anna (Teacher), 943 Quintara St., San Francisco; Department of Classroom Teachers of the California Teachers Association, Bay Section
Henry, Burton (Teacher), 3615 Clark St., Burbank; Burbank City Teachers Association

Hobson, Mrs. Helen (Teacher), Sherman School, Oakland; Oakland Teachers Association
Hoffmire, Clara (Teacher), 64 Santa Clara, Oakland; Alameda County Educational Association
Holt, Helen (Teacher), 1543 B Santa Clara Ave., Alameda; Alameda Grade Teachers Club
Howard, Mrs. Gertrude E. (Teacher), 74 S. Sierra Bonita, Pasadena; Pasadena Teachers Association
Howard, Mildred R. (Teacher), 124 Baldwin St., San Mateo; Department of Classroom Teachers of the California Teachers Association, Bay Section
Howland, Madeline S. (Teacher), 3535 E. First St., Long Beach; Department of Classroom Teachers of the California Teachers Association, Southern Section
Howland, Stanley (Principal), 3535 E. First St., Long Beach; City Teachers Club of Long Beach
Huff, William F. (Teacher), 255 St. Joseph Ave., Long Beach; California Teachers Association
Hull, Arthur (Principal), Box 233, Carmel; California Teachers Association
Hutchinson, John L. (Principal), 1310 Montana St., Los Angeles; Los Angeles Elementary Principals Club
Jenkins, Anna Irene (Teacher), 344 S. Boyle Ave., Los Angeles; California Teachers Association
Jepsen, Martha (Teacher), 537 D St., San Rafael; California Teachers Association
Johnson, Lottiellen (Teacher), Route 7, Box 3849, Sacramento; Department of Classroom Teachers of the California Teachers Association, Northern Section
Jones, Mrs. Eugenia W. (Teacher, Retired), 318 S. Benton Way, Los Angeles; California Association for Childhood Education
Jones, Florence D. (Teacher), 896 Santa Barbara Rd., Berkeley; Department of Classroom Teachers of the California Teachers Association, Bay Section
Jordan, Genevieve (Teacher), 72 Central Ave., San Francisco; San Francisco Teachers Association
Josephson, Mrs. Coree (Teacher), 1730 Sonoma Ave., Berkeley; Berkeley Teachers Association
Kazoreck, Madge D. (Teacher), 1258 Elm Ave., Glendale; Los Angeles Elementary Teachers Club
Kelly, Sylvester L. (Teacher), 830 Lake St., San Francisco; San Francisco Teachers Association
Kidwell, Ruth (Teacher-Counselor), 2011 Channing Way, Berkeley; Berkeley Teachers Association
Kilbride, Mrs. Marie (Teacher), 2420 Detour Dr., Hollywood; Affiliated Teachers Organizations of Los Angeles
Kline, Florence (Teacher), 1214 Cypress, Santa Ana; Santa Ana City Teachers League
Knight, Beulah Throop (Teacher), 12019 Laurel Lane, N. Hollywood; Los Angeles Elementary Teachers Association
LaTourette, L. D. (Teacher), 3954 Dublin Ave., Los Angeles; Los Angeles High School Teachers Association
Leask, Margaret (Teacher), 19 Green St., Santa Cruz; California Teachers Association
Lewis, Nelle (Teacher), Toler Heights School, Oakland; Oakland Teachers Association
Lovejoy, Ida May (Teacher), 2954 Laurel St., San Diego; San Diego Teachers Association
Malik, Cecilia (Teacher), Marin School, Albany; Alameda County Educational Association
Martin, F. F. (Superintendent), Chico; California Teachers Association
Maxwell, Mrs. Mattie L. (Principal), Route 2, Box 173, Anaheim; California Teachers Association
Maxwell, W. C. (Teacher), R. D. 2, Box 173, Anaheim; City Teachers Club of Long Beach
McCardle, May R. (Teacher), 417 W. Belmont St., Fresno; Fresno City Council of Education
McCrum, Mrs. Muriel (Teacher), 56 Locust Ave., Mill Valley; Marin County Teachers Association
McDaniel, T. C. (County Superintendent), Fairfield; California Teachers Association
McGorray, William E. (Principal), 8206 Maitland, Inglewood; Los Angeles High School Principals Association
McNary, Miriam (Teacher), Cleveland School, Oakland; Oakland Teachers Association
Miller, Douglas B. (Principal), 6601 Liggett Dr., Oakland; California Teachers Association
Millikan, Ben S. (District Superintendent), Covina; California Teachers Association
Minkel, Betty A. (Teacher), 5259 Brockton Ave., Riverside; California Teachers Association
Missner, Thelma (Teacher), Fremont High School, Oakland; Oakland Teachers Association
Moir, Mrs. Helen S. (Teacher), 1606 Ridgeway Dr., Glendale; Glendale City Teachers Club
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